

TABLE OF CONTENTS

October 16, 2015 Volume 39, Issue 42

PROPOSED RULES

ATTORNEY GENERAL, OFFICE OF THE
Attorney General's Procurement
44 Ill. Adm. Code 1300.....13542

HEALTH FACILITIES AND SERVICES REVIEW BOARD, ILLINOIS
Health Facilities and Services Financial and Economic
Feasibility Review
77 Ill. Adm. Code 1120.....13566

STATE BOARD OF EDUCATION
Public Schools Evaluation, Recognition and Supervision
23 Ill. Adm. Code 1.....13595

ADOPTED RULES

HEALTH FACILITIES AND SERVICES REVIEW BOARD, ILLINOIS
Processing, Classification Policies and Review Criteria
77 Ill. Adm. Code 1110.....13659

HUMAN SERVICES, DEPARTMENT OF
Medicaid Community Mental Health Services Program
59 Ill. Adm. Code 132.....13684

RACING BOARD, ILLINOIS
Trifecta
11 Ill. Adm. Code 306.....13710
Superfecta
11 Ill. Adm. Code 311.....13714
Pentafecta
11 Ill. Adm. Code 324.....13718

STATE BOARD OF EDUCATION
Educator Licensure
23 Ill. Adm. Code 25.....13722

NOTICE OF WITHDRAWAL OF PROPOSED REPEALER

COMMERCE COMMISSION, ILLINOIS
Standards of Service for Gas Utilities
83 Ill. Adm. Code 500.....13832

PUBLIC HEARINGS ON PROPOSED AMENDMENT

HEALTHCARE AND FAMILY SERVICES, DEPARTMENT OF
Notice of Public Hearing On Proposed Amendment.....13834

SECOND NOTICES RECEIVED

JOINT COMMITTEE ON ADMINISTRATIVE RULES
Second Notices Received.....13836

EXECUTIVE ORDERS AND PROCLAMATIONS

PROCLAMATIONS
Workforce Development Week

2015-251.....	13838
Alcohol and Drug Recovery Month	
2015-252.....	13839
Assisted Living Week	
2015-253.....	13840
Canavan Disease Awareness Month	
2015-254.....	13841
Lifeline Awareness Week	
2015-255.....	13841
Life Insurance Awareness Month	
2015-256.....	13842
Manufacturing Month in Illinois	
2015-257.....	13843
Cultural Week of Jalisco	
2015-258.....	13844
Moravian Day	
2015-259.....	13845
Patriot Day	
2015-260.....	13846
Annual National Public Lands Day	
2015-261.....	13847
National Estuaries Week	
2015-262.....	13848
Career and Technical Organizations Week	
2015-263.....	13849
Careers in Energy Week	
2015-264.....	13850
Chiropractic Health Care Month	
2015-265.....	13851
Dyslexia Awareness Month	
2015-266.....	13851
Constitution Week	
2015-267.....	13852
Diversity Employment Day	
2015-268.....	13853
DuPage Children's Museum Day	
2015-269.....	13854
Dysautonomia Awareness Month	
2015-270.....	13854
Food Pantry Awareness Day	
2015-271.....	13855
German Unification Day	
2015-272.....	13856
Live Positively Fitness Month	
2015-273.....	13857

National Gymnastics Day	
2015-274.....	13857
National Physical Therapy Month	
2015-275.....	13858
Nuclear Science Week	
2015-276.....	13859
Payroll Week	
2015-277.....	13860
Sign Language Interpreter Awareness Month	
2015-278.....	13861
Transverse Myelitis Day	
2015-279.....	13862
Illinois Flag Display Act - State Representative Esther Golar	
2015-280.....	13862
Historically Black Colleges and Universities Day	
2015-281.....	13863
Mental Health Awareness Day	
2015-282.....	13864
Adult Education and Family Literacy Week	
2015-283.....	13865
Charcot Marie Tooth (CMT) Awareness Month	
2015-284.....	13866
Diaper Need Awareness Week	
2015-285.....	13867
Domestic Violence Awareness Month	
2015-286.....	13868
Illinois Arts & Humanities Month	
2015-287.....	13869
Infant Safe Sleep Awareness Month	
2015-288.....	13870
National Surgical Technologist Week	
2015-289.....	13871
Principals Day and Week	
2015-290.....	13872
Prostate Cancer Awareness Month	
2015-291.....	13873
Wright in Glencoe Day	
2015-292.....	13874
20th Anniversary of Illinois Partners for Clean Air	
2015-293.....	13875
Adoption Awareness Month	
2015-294.....	13875
Filipino American History Month	
2015-295.....	13876
Lions and Lioness Clubs Candy Day	

2015-296.....	13877
National Bullying Prevention Month	
2015-297.....	13878
Week for the Animals	
2015-298.....	13879

Editor's Note: The Secretary of State Index Department is providing this opportunity to remind you that the next filing period for your Regulatory Agenda will occur from October 15, 2015 until January 4, 2016.

INTRODUCTION

The Illinois Register is the official state document for publishing public notice of rulemaking activity initiated by State governmental agencies. The table of contents is arranged categorically by rulemaking activity and alphabetically by agency within each category.

Rulemaking activity consists of proposed or adopted new rules; amendments to or repealers of existing rules; and rules promulgated by emergency or preemptory action. Executive Orders and Proclamations issued by the Governor; notices of public information required by State Statute; and activities (meeting agendas; Statements of Objection or Recommendation, etc.) of the Joint Committee on Administrative Rules (JCAR), a legislative oversight committee which monitors the rulemaking activities of State Agencies; is also published in the Register.

The Register is a weekly update of the Illinois Administrative Code (a compilation of the rules adopted by State agencies). The most recent edition of the Code, along with the Register, comprise the most current accounting of State agencies' rulemakings.

The Illinois Register is the property of the State of Illinois, granted by the authority of the Illinois Administrative Procedure Act [5 ILCS 100/1-1, et seq.].

ILLINOIS REGISTER PUBLICATION SCHEDULE FOR 2015

Issue#	Rules Due Date	Date of Issue
1	December 22, 2014	January 2, 2015
2	December 29, 2014	January 9, 2015
3	January 5, 2015	January 16, 2015
4	January 12, 2015	January 23, 2015
5	January 20, 2015	January 30, 2015
6	January 26, 2015	February 6, 2015
7	February 2, 2015	February 13, 2015
8	February 9, 2015	February 20, 2015
9	February 17, 2015	February 27, 2015
10	February 23, 2015	March 6, 2015
11	March 2, 2015	March 13, 2015
12	March 9, 2015	March 20, 2015
13	March 16, 2015	March 27, 2015
14	March 23, 2015	April 3, 2015
15	March 30, 2015	April 10, 2015
16	April 6, 2015	April 17, 2015
17	April 13, 2015	April 24, 2015
18	April 20, 2015	May 1, 2015
19	April 27, 2015	May 8, 2015

20	May 4, 2015	May 15, 2015
21	May 11, 2015	May 22, 2015
22	May 18, 2015	May 29, 2015
23	May 26, 2015	June 5, 2015
24	June 1, 2015	June 12, 2015
25	June 8, 2015	June 19, 2015
26	June 15, 2015	June 26, 2015
27	June 22, 2015	July 6, 2015
28	June 29, 2015	July 10, 2015
29	July 6, 2015	July 17, 2015
30	July 13, 2015	July 24, 2015
31	July 20, 2015	July 31, 2015
32	July 27, 2015	August 7, 2015
33	August 3, 2015	August 14, 2015
34	August 10, 2015	August 21, 2015
35	August 17, 2015	August 28, 2015
36	August 24, 2015	September 4, 2015
37	August 31, 2015	September 11, 2015
38	September 8, 2015	September 18, 2015
39	September 14, 2015	September 25, 2015
40	September 21, 2015	October 2, 2015
41	September 28, 2015	October 9, 2015
42	October 5, 2015	October 16, 2015
43	October 13, 2015	October 23, 2015
44	October 19, 2015	October 30, 2015
45	October 26, 2015	November 6, 2015
46	November 2, 2015	November 13, 2015
47	November 9, 2015	November 20, 2015
48	November 16, 2015	November 30, 2015
49	November 23, 2015	December 4, 2015
50	November 30, 2015	December 11, 2015
51	December 7, 2015	December 18, 2015
52	December 14, 2015	December 28, 2015

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Attorney General's Procurement
- 2) Code Citation: 44 Ill. Adm. Code 1300
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
1300.10	Amendment
1300.15	Amendment
1300.1540	New Section
1300.2560	Amendment
1300.4015	Amendment
1300.4020	Amendment
1300.4025	Amendment
1300.4545	Amendment
1300.5037	Amendment
1300.5060	Amendment
- 4) Statutory Authority: Implementing and authorized by Section 1-30(a) of the Illinois Procurement Code [30 ILCS 500/1-30(a)]
- 5) A Complete Description of the Subjects and Issues Involved: The amendments will update and clarify the Office's procurement rules to make them consistent with the amendments made to the Illinois Procurement Code by PA 98-1076, effective January 1, 2015.
- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None
- 7) Will this rulemaking replace any emergency rule currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? No
- 10) Are there any other rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objective: This rulemaking does not create or expand a State mandate under the State Mandates Act.

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

12) Time, Place and Manner in which interested persons may comment on this proposed rulemaking:

Lynn Patton
Rules Coordinator
Office of the Attorney General
500 South Second Street
Springfield IL 62706

Melissa Mahoney
Deputy Chief of Staff, Administration
Office of the Attorney General
100 West Randolph Street, 12th Floor
Chicago IL 60601

217/524-1504

312/814-3950

All written comments filed within 45 days after the date of publication of this Notice will be considered.

13) Initial Regulatory Flexibility Analysis:

- A) Types of small businesses, small municipalities and not-for-profit corporations affected: Small businesses doing business with or seeking to do business with the Attorney General's Office would be marginally affected.
- B) Reporting, bookkeeping or other procedures required for compliance: None beyond those already required by small businesses.
- C) Types of professional skills necessary for compliance: None

14) Regulatory Agenda on which this rulemaking was summarized: January 2015

The full text of the Proposed Amendments begins on the next page:

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

TITLE 44: GOVERNMENT CONTRACTS, GRANTMAKING,
PROCUREMENT AND PROPERTY MANAGEMENT
SUBTITLE B: SUPPLEMENTAL PROCUREMENT RULES
CHAPTER XX: ATTORNEY GENERAL

PART 1300
ATTORNEY GENERAL'S PROCUREMENT

SUBPART A: GENERAL

Section	Title
1300.01	Title
1300.05	Policy
1300.08	Illinois Procurement Code
1300.10	Application
1300.15	Definitions of Terms Used in This Part
1300.25	Property Rights
1300.30	Contracts Necessary to Prepare for Anticipated Litigation

SUBPART B: PROCUREMENT RULES

Section	Title
1300.525	Procurement by DCMS Rules

SUBPART C: PROCUREMENT AUTHORITY

Section	Title
1300.1002	Conduct and Oversight of Procurements
1300.1010	Construction

SUBPART D: PUBLICIZING PROCUREMENT ACTIONS

Section	Title
1300.1510	Publicizing Procurement Actions
1300.1540	Method of Notices and Reports
1300.1560	Supplemental Notice
1300.1570	Error in Notice
1300.1580	Direct Solicitation

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

SUBPART E: SOURCE SELECTION AND CONTRACT FORMATION – GENERAL

Section

- 1300.2005 General Provisions
- 1300.2010 Competitive Sealed Bidding
- 1300.2012 Multi-Step Sealed Bidding
- 1300.2015 Competitive Sealed Proposals
- 1300.2020 Small Purchases
- 1300.2025 Sole Source Procurement
- 1300.2030 Emergency Procurements
- 1300.2035 Competitive Selection Procedures for Professional and Artistic Services
- 1300.2036 Other Methods of Source Selection
- 1300.2037 Tie Bids and Proposals
- 1300.2038 Mistakes
- 1300.2040 Cancellation of Solicitations; Rejection of Bids or Proposals

SUBPART F: SUPPLIERS, PREQUALIFICATION AND RESPONSIBILITY

Section

- 1300.2043 Suppliers
- 1300.2044 Vendor List/Required Use
- 1300.2045 Prequalification
- 1300.2046 Responsibility

SUBPART G: BID, PROPOSAL AND PERFORMANCE SECURITY

Section

- 1300.2047 Security Requirements

SUBPART H: SPECIFICATIONS AND SAMPLES

Section

- 1300.2050 Specifications and Samples

SUBPART I: CONTRACT TYPE

Section

- 1300.2055 Types of Contracts

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

SUBPART J: DURATION OF CONTRACTS

Section
1300.2060 Duration of Contracts – General

SUBPART K: CONTRACT MATTERS

Section
1300.2560 Prevailing Wage
1300.2580 Subcontractors

SUBPART L: CONTRACT PRICING

Section
1300.2800 All Costs Included

SUBPART N: REAL PROPERTY LEASES AND CAPITAL IMPROVEMENT LEASES

Section
1300.4005 Real Property Leases and Capital Improvement Leases
1300.4010 Renewal
1300.4015 Method of Source Selection
1300.4020 Request for Information and Review of Proposed Leases
1300.4025 Lease Requirements
1300.4045 Emergency Lease Requirements

SUBPART O: PREFERENCES

Section
1300.4505 Procurement Preferences
1300.4510 Resident Bidder Preference
1300.4530 Correctional Industries
1300.4535 Sheltered Workshops for the Disabled
1300.4540 Gas Mileage
1300.4545 Small Business

SUBPART P: ETHICS

Section

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 1300.5013 Conflicts of Interest
- 1300.5015 Negotiations for Future Employment
- 1300.5020 Exemptions
- 1300.5030 Revolving Door
- 1300.5035 Disclosure of Financial Interests and Potential Conflicts of Interest
- 1300.5037 Vendor Registration, Certification and Prohibition on Political Contributions
- 1300.5039 Communications Related to Procurement
- 1300.5060 Voidable Contracts

SUBPART Q: CONCESSIONS

- Section
- 1300.5310 Concessions

SUBPART R: COMPLAINTS, PROTESTS AND REMEDIES

- Section
- 1300.5510 Complaints Against Vendors or Subcontractors
- 1300.5520 Suspension
- 1300.5530 Settlement and Resolution of Contract and Breach of Contract Controversies
- 1300.5540 Violation of Law or Rule
- 1300.5550 Protests
- 1300.5555 Hearings and Decisions

SUBPART S: SUPPLY MANAGEMENT AND DISPOSITIONS

- Section
- 1300.6010 Supply Management and Dispositions

SUBPART T: GOVERNMENTAL JOINT PURCHASING

- Section
- 1300.6500 General
- 1300.6510 OAG Use of Other Contracts
- 1300.6520 No Agency Relationship

SUBPART U: MISCELLANEOUS PROVISIONS OF GENERAL APPLICABILITY

- Section

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

1300.7000	Severability
1300.7010	Government Furnished Property
1300.7015	Inspections
1300.7020	Records and Audits
1300.7025	Written Determinations
1300.7030	No Waiver of Sovereign Immunity

AUTHORITY: Implementing and authorized by Section 1-30(a) of the Illinois Procurement Code [30 ILCS 500/1-30(a)].

SOURCE: Adopted by emergency rule at 22 Ill. Reg. 12013, effective July 1, 1998, for a maximum of 150 days; adopted at 22 Ill. Reg. 15192, effective August 15, 1998; amended at 23 Ill. Reg. 8971, effective July 28, 1999; amended at 36 Ill. Reg. 11974, effective July 13, 2012; amended at 37 Ill. Reg. 19316, effective November 12, 2013; recodified Title heading at 39 Ill. Reg. 5903; amended at 40 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 1300.10 Application

- a) The Code and this Part apply to those procurements for which bidders, offerors, potential contractors or ~~the~~ contractors were first solicited on or after July 1, 1998.
- b) Procurements for which bidders, offerors, potential contractors or contractors were first solicited on or before June 30, 1998, shall be conducted pursuant to legal requirements in effect at the time of the solicitation. The terms and conditions and the rights and obligations under contracts resulting from thesesuch procurements shall not be impaired.

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

Section 1300.15 Definitions of Terms Used in This Part

As used throughout this Part, terms defined in the Illinois Procurement Code shall have the same meaning as in the Code and as further defined in this Section, and each term listed in this Section shall have the meaning set forth in this Section unless its use clearly requires a different meaning. Terms may be defined in particular Sections for use in that Section.

"Amendment" – A written unilateral or bilateral modification to a contract term,

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

as permitted by the original contract. These modifications shall alter the performance and completion of the contract, including but not limited to such matters as extra work, ~~and~~ increases or decreases in quantities of goods not included within the scope of the original contract, and increases or decreases in the cost of the contract or the time for completion of the contract.

"Award" – The selection of a vendor for a contract.

"Bid" – The *response submitted by a bidder in a competitive sealed bidding process, in response to an Invitation for Bids, or to a multi-step sealed bidding process [30 ILCS 500/1-15.01].*

"Bidder" – Any person, other than an individual acting as a sole proprietor, who submits a bid. The terms "bidder" and "offeror" are used interchangeably for purposes of this Part.

"Bidder or Offeror Authorized to Transact Business or Conduct Affairs~~do Business~~ in Illinois" or "Qualified Bidder" – A person, other than an individual acting as a sole proprietor, that is a legal entity authorized to transact business or conduct affairs~~do business~~ in Illinois as evidenced by its registration with the Secretary of State Department of Business Services.

"Brand Name or Equal Specification" – A specification ~~that~~which uses one or more manufacturer's names or catalogue numbers to describe the standard of quality, performance, and other characteristics needed to meet State requirements, and ~~that~~which allows the submission of equivalent products.

"Brand Name Specification" – A specification limited to one or more items by manufacturers' names or catalogue numbers.

"Bulletin" – The Illinois Procurement Bulletin.

"Change Order" – A change order shall have the same meaning as an "amendment".

"Code" – The Illinois Procurement Code [30 ILCS 500].

"Concession" – The right or a lease to engage in a certain activity for profit on the lessor's premises (e.g., a refreshment or parking concession).

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

"Consulting Services" – Services provided by a business or person as an independent contractor to advise and assist the OAG in solving specific management or programmatic problems involving the organization, planning, direction, control or operations of the OAG. The services may or may not rise to the level of professional and artistic as defined in the Code and this Part.

"Contract" – A contract may be in written or oral form. The term contract as used in the Code and this Part does not include: goods or services the terms governing which are established by tariff of the Illinois Commerce Commission or the Federal Communications Commission, bonds issued by or on behalf of any State agency, or contracts, other than for "concessions", ~~that~~where the State agency signs, but has no financial obligation to the other parties.

"Contractor" or "Vendor" – A person or entity having a contract with the OAG. The terms "contractor" and "vendor" are used interchangeably for purposes of the Code and this Part.

"Day" – Calendar day. In computing any period of time, the day of the event from which the designated period of time begins to run shall not be included, but the last day of the period shall be included unless it is a Saturday, Sunday, or a State holiday, in which event the period shall run to the end of the next business day.

"DCMS" or "CMS" – The Department of Central Management Services.

"Items" – Anything that may be procured under the Code or this Part.

"Invitation for Bids" or "IFB" – *the process by which a purchasing agent requests information from bidders, including all documents, whether attached or incorporated by reference, used for soliciting bids* [30 ILCS 500/1-15.45].

"Multi-Year Contract" – A multi-year contract is a contract with a performance term of more than 12 months.

"OAG" – The Office of the Attorney General.

"Offer" – a response submitted by an offeror in a competitive sealed proposal process or in response to a Request for Proposal [30 ILCS 500/1-15.51]. The

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

terms "offer" and "proposal" are used interchangeably for purposes of this Part.

"Offeror" – A person who responds to an Invitation for Bids, Request for Proposals or other form of solicitation. The terms "offeror" and "bidder" are used interchangeably for purposes of this Part.

"Procurement Officer" – The Chief Procurement Officer (CPO) or appropriate State Purchasing Officer (SPO) who conducts a particular procurement, or a designee of either.

"Proposal" – The response to a Request for Proposals. The terms "proposal" and "offer" are used interchangeably for purposes of this Part.

"Protest Review Office" – The office address of the person designated in the solicitation documents to which protests must be directed. The person designated in the solicitation documents will respond to or coordinate the response to the protest.

"Purchase of Care" – *Purchase of care means a contract with a person for the furnishing of medical, educational, psychiatric, vocational, rehabilitative, social, or human services directly to a recipient of a State aid program.* [30 ILCS 500/1-15.68] Services provided to a recipient include those that are a necessary adjunct to the provision of the State aid program services (e.g., obtaining intake information prior to commencement of medical treatment). Services provided to an applicant for a State aid program necessary to determine eligibility for the program are included within this definition.

"Qualified Products List" – An approved list of supplies, services, or construction items described by model or catalogue numbers ~~that, which,~~ prior to competitive solicitation, the State has determined will meet the applicable specification requirements.

"Renewal" – An extension of an original contract with materially identical terms to the original contract.

"Request for Information" or "RFI" – The process by which the OAG requests information from offerors for OAG contracts for leases of real property or capital improvements.

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

"Request for Proposals" or "RFP" – The process by which the OAG requests information from offerors, including all documents, whether attached or incorporated by reference, used for soliciting proposals.

"Responsible Bidder", "[Potential Contractor](#)" or "Offeror" – A person who has the capability in all respects to perform fully the contract requirements and the integrity and reliability that will assure good faith performance. A responsible bidder, [potential contractor](#) or offeror shall not include a business or other entity that does not exist as a legal entity at the time the bid or proposal was submitted ~~in response to an OAG solicitation for OAG contract.~~ [The terms "responsible bidder", "potential contractor" and "offeror" are used interchangeably for purposes of this Part.](#)

"Services" – *The furnishing of labor, time or effort by a contractor, not involving the delivery of a specific end product other than reports or supplies that are incidental to the required performance* [30 ILCS 500/1-15.90], and the financing thereof.

"Solicitation" – An Invitation for Bids, a Request for Proposals or other request to one or more vendors to respond to a procurement need expressed by the OAG.

"Specification" – Any description of the physical, functional, or performance characteristics, or of the nature of supply, service, or construction items. A specification includes, as appropriate, requirements for inspecting, testing, or preparing a supply, service, or construction item for delivery. Unless the context requires otherwise, the terms "specification" and "purchase description" are used interchangeably throughout this Part.

"Specification for a Common or General Use Item" – A specification that has been developed and approved for repeated use in procurements.

"Subcontract" – A contract between one person and another person who has or is seeking a contract subject to ~~this Part~~[the Code](#), pursuant to which the subcontractor provides to the contractor some or all of the goods, services, property, remuneration or other forms of consideration that are the subject of the primary contract and includes, among other things, subleases from a lessee of a State agency. [A "subcontract" does not include purchases of goods or supplies that are incidental to the performance of a contract by a person who has a contract subject to this Part \[30 ILCS 500/1-15.107\].](#)

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

"Subcontractor" – A person or entity that enters into a contractual agreement, for an amount greater than the small purchases limits set by Section 20-20 of the Code (or an amount set by rule pursuant to Section 20-20(c) of the Code) or Section 35-35 of the Code or Section 45 of the Architectural, Engineering and Land Surveying Qualifications Based Selection Act [30 ILCS 535/45], with a contractor who has or is seeking a contract subject to the Code and this Part, to provide the contractor with some or all of the goods, services, property, remuneration or other forms of consideration that are the contractor's contractual obligations. *A person or entity is not a "subcontractor" if that person only provides goods or supplies that are incidental to the performance of a contract by a person who has a contract subject to this Part [30 ILCS 500/1-15.108].*

"Unsolicited Offer" – Any offer other than one submitted in response to a solicitation.

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

SUBPART D: PUBLICIZING PROCUREMENT ACTIONS

Section 1300.1540 Method of Notices and Reports

Notices and reports required under the Code or this Part may be made by either paper or electronic means.

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

SUBPART K: CONTRACT MATTERS

Section 1300.2560 Prevailing Wage

- a) For the following classifications and if competition exists, no bidder, offeror, potential contractor or contractor will be awarded a contract unless its employees are paid wages and benefits and are working under conditions prevalent in the location where the work is to be performed.
 - 1) Public works
 - 2) Printing

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 3) Janitorial cleaning, window washing, food and security guard services having a monthly contract price of \$200 or more or a yearly price of \$2,000 or more.
- b) Prevailing wage and conditions prevalent means the hourly wage rate, overtime, holiday pay, pension, welfare, premium differential, vacation pay and other benefits received by employees and the environmental conditions under which they work.
- c) Prevailing wage rates, benefits and conditions will be those in effect on the first date of the contract, provided that if the rate changes during the contract term and the amount of change is known before execution of the contract, then the contract rate will vary in like amount. If the increase cannot be determined in advance, the contract will be increased by the amount of the rate change or the agency may cancel the contract. The amount that may vary includes all components of price that are dependent on the usage rate, provided that profit shall not increase due to prevailing wage increases. If the initial prevailing wage, etc., cannot be determined prior to execution, contracts may be entered into and will remain valid for the stated term.
- d) If a collective bargaining agreement is in effect governing the type of printing, janitorial cleaning, window washing, food or security guard service sought, that agreement will define minimum wages, benefits and conditions that must be paid in order for a bidder, offeror, potential contractor or contractor to be considered responsible.
- e) For Public Works, location means the county where the physical work upon public works is performed, except that if there is not available in the county a sufficient number of competent skilled laborers, workers and mechanics to construct the public works efficiently and properly, "locality" includes any other county nearest the one in which the work or construction is to be performed and from which such persons may be obtained in sufficient numbers to perform the work.
- f) For Printing Contracts, location means one of the following areas:
 - 1) Cook County

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 2) Boone, Bureau, Carroll, Champaign, DeKalb, DeWitt, DuPage, Ford, Fulton, Grundy, Hancock, Henderson, Henry, Iroquois, Jo Daviess, Kane, Kankakee, Kendall, Knox, Lake, LaSalle, Lee, Livingston, Logan, Marshall, Mason, McDonough, McHenry, McLean, Mercer, Ogle, Peoria, Piatt, Putnam, Rock Island, Schuyler, Stark, Stephenson, Tazewell, Vermilion, Warren, Whiteside, Will, Winnebago, Woodford.
 - 3) Adams, Alexander, Bond, Brown, Calhoun, Cass, Christian, Clark, Clay, Clinton, Coles, Crawford, Cumberland, Douglas, Edgar, Edwards, Effingham, Fayette, Franklin, Gallatin, Greene, Hamilton, Hardin, Jackson, Jasper, Jefferson, Jersey, Johnson, Lawrence, Macon, Macoupin, Madison, Marion, Massac, Menard, Monroe, Montgomery, Morgan, Moultrie, Perry, Pike, Pope, Pulaski, Randolph, Richland, Saline, Sangamon, Scott, Shelby, St. Clair, Union, Wabash, Washington, Wayne, White, Williamson.
 - 4) Where the printing is performed in a plant outside the jurisdiction of this State, it shall be deemed produced in the Illinois locality in which delivery of the printing ordered is required to be made. ~~When the~~ ~~Where such~~ printing is required to be delivered to more than one Illinois locality, ~~that such~~ printing shall be deemed produced in the Illinois locality to which the largest dollar volume of printing under the contract is to be delivered.
- g) For janitorial cleaning, window washing, food and security guard services, location means the county in which the work is to be performed.
 - h) Prevailing wages, benefits and conditions will be determined by the Director of the Illinois Department of Labor.

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

SUBPART N: REAL PROPERTY LEASES AND CAPITAL IMPROVEMENT LEASES

Section 1300.4015 Method of Source Selection

- a) Leases shall be procured by using a Request for Information process, except as provided in subsection (b).
- b) The RFI process is not required in the following circumstances.

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 1) *Property of less than 10,000 square feet with rent of less than \$100,000 per year.*
 - 2) *Duration of less than one year that cannot be renewed.*
 - 3) *Specialized space available at only one location.*
 - 4) *Renewal or extension of leases provided that:*
 - A) *The CPO determines in writing that the renewal or extension is in the best interest of the OAG and the State;*
 - B) *The CPO submits the written determination and the renewal or extension to the OAG PPCMB;*
 - C) *The OAG PPCMB does not object in writing to the renewal or extension within 30 calendar days after its submission;*
 - D) *The CPO publishes notice of the renewal or extension in the Bulletin; and*
 - E) *The length of the lease, including renewals, does not exceed 10 years.*
 - 5) *Leases with other governmental units may be negotiated without using the RFI process when deemed by the CPO to be in the best interest of the OAG and the State. [30 ILCS 500/40-15]*
- c) Leases acquired under these exceptions shall be selected and entered into by negotiation. Written summaries of all negotiations shall be maintained in lease files.

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

Section 1300.4020 Request for Information and Review of Proposed Leases

- a) An RFI will contain at a minimum the following information:

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 1) A description of the general *type of property to be leased*;
 - 2) *The proposed use of the property*;
 - 3) The proposed term of the lease;
 - 4) *The preferred location of the property* [30 ILCS 500/40-20(b)];
 - 5) General information such as size of space, configuration desired and any other appropriate requirements;
 - 6) The address to which responses to the RFI may be sent; and
 - 7) The date on which responses are due.
- b) Notice of the RFI shall be:
- 1) Published at least 14 days prior to the deadline for responding in both the Illinois Procurement Bulletin and a newspaper having general circulation in the area in which the space is being sought; and
 - 2) Of an appropriate size to draw attention and shall be placed in the legal advertisement section.
- c) The RFI response shall consist of *written confirmation sufficient to show that the respondent can meet the minimum criteria set forth in the RFI*. [30 ILCS 500/40-20(d)]
- d) All responses to the RFI will be publicly opened on the announced opening date. Names of all parties submitting proposals will be made available to the public.
- e) The SPO may conduct discussions with respondents of the RFI *for the purpose of clarifying the needs of the OAG and the information supplied by the respondents*. [30 ILCS 500/40-20(d)]
- f) On the basis of the responses to the RFI, the SPO *shall make a written determination of which RFI responses meet the minimum criteria set forth in the RFI*. [30 ILCS 500/40-20(d)]

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- g) The SPO will enter into negotiations *with all qualified respondents for the purpose of securing a lease that is in the best interest of the State.* [30 ILCS 500/40-20(d)] A written record of all negotiations will be maintained by the Attorney General.
- h) The SPO shall review all relevant information and shall recommend to the CPO which proposal should be accepted. *The lease shall be reduced to writing.* [30 ILCS 500/40-20(d)]
- i) The OAG PPCMB *shall review any proposed lease of real property of more than 10,000 square feet or any proposed lease of real property with annual rent payments of \$100,000 or more. The OAG PPCMB shall have ~~30~~ calendar~~10~~ days to review a proposed lease.* No contract may be entered into until the ~~30~~~~10~~-day period has expired, unless the CPO requests in writing that the OAG PPCMB waive the period and the OAG PPCMB grants the waiver in writing. *If the OAG PPCMB does not object in writing within ~~30~~ calendar~~10~~ days, then the proposed lease shall become effective according to its terms as submitted.* [30 ILCS 500/40-20(e)]
- j) The CPO will make the final award, which will be announced in the Illinois Procurement Bulletin. The lease shall be executed by all parties. *One copy of the lease will be filed with the Comptroller.* [30 ILCS 500/40-20(d)]
- k) *Should the lowest response by price not be selected,* a written report of the negotiation shall be retained in the lease files and shall include the reasons for the final selection. *The CPO shall publish notice, along with the reasons for such selection, in the next available volume of the Illinois Procurement Bulletin.* [30 ILCS 500/40-20(d)]
- l) The CPO reserves the right to reject any and all proposals and to request and evaluate "best and final" proposals. All decisions on compliance, evaluations, terms and conditions shall be made solely at the CPO's discretion and made to favor the State.

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

Section 1300.4025 Lease Requirements

- a) Length of Leases

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 1) **Maximum Term.** Except when a longer term is authorized by law, *leases shall be for a term not to exceed 10 years inclusive of proposed contract renewals and shall include a termination option in favor of the OAG after 5 years.* [30 ILCS 500/40-25(a)]
 - 2) **Renewal Option.** *Leases may include a renewal option. An option to renew may be exercised only when the CPO determines in writing that renewal is in the best interest of the State and notice of the exercise of the option is published in the next available issue of the Illinois Procurement Bulletin.* [30 ILCS 500/40-25(b)]
 - 3) **Holdover.** *No lease may continue on a month-to-month or other holdover basis for a total of more than 6 months.* [30 ILCS 500/40-25(d)]
- b) **Subject to Appropriation**
All leases shall recite that they are subject to termination and cancellation in any year for which the General Assembly fails to make an appropriation to make payments under the terms of the lease. [30 ILCS 500/40-25(c)]
- c) **Lessor's Failure to Make Improvements**
Each lease must provide for actual or liquidated damages ~~a penalty~~ upon the lessor's failure to make improvements agreed upon in the lease. The actual or liquidated damages ~~penalty~~ shall consist of a reduction in lease payments equal to the corresponding percentage of the improvement value to the lease value. The actual or liquidated damages ~~penalty~~ shall continue until the lessor complies with the lease and the improvements are accepted by the OAG. [30 ILCS 500/40-55]

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

SUBPART O: PREFERENCES

Section 1300.4545 Small Business

- a) **Set-Aside**
The CPO for DCMS may determine categories of goods or service procurements that will be set-aside for small business. The Procurement Officer may contact DCMS to determine whether a particular procurement has been set-aside for small business, and if so, the OAG may honor the set-aside to the extent practicable.

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- b) **Small Business List**
The OAG may avail itself of the list of responsible vendors that meet the criteria of small business maintained by DCMS. A business that fits the definition of small on the day of bid or proposal opening will be considered small for the duration of the contract.
- c) **Required Use**
If the Procurement Officer wishes to make a procurement covered by a set-aside designation, the solicitation must note responses are limited to those from responsible small businesses. Bids or proposals received from large businesses will be rejected as nonresponsive.
- d) **Withdrawal of Set-Aside**
If the Procurement Officer determines that acceptance of the best bid or proposal will result in the payment of an unreasonable price, the Procurement Officer shall reject all bids or proposals and withdraw the designation of small business set-aside for the procurement in question. When a small business set-aside is withdrawn, notification shall be published in the Illinois Procurement Bulletin with an explanation. After withdrawal of the small business set-aside, the procurement shall be conducted in accordance with the limitations of the Code and this Part.
- e) **Criteria for Small Business**
Unless the CPO provides a definition for a particular procurement that reflects industrial characteristics, a small business is one:
- 1) Independently owned and operated.
 - 2) Not dominant in its field of operations. This means the business does not exercise a controlling or major influence in a kind of business activity in which a number of business concerns are primarily engaged. In determining dominance, consideration shall be given to all appropriate factors, including volume of business, number of employees, financial resources, competitive status or position, ownership or control of materials, processes, patents, license agreements, facilities, sales territory, and nature of business activity.
 - 3) With annual sales for most recently ended fiscal year no greater than:

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- A) ~~\$13,000,000~~~~\$10,000,000~~ for wholesale business;
 - B) ~~\$14,000,000~~~~\$10,000,000~~ for construction business; or
 - C) ~~\$8,000,000~~~~\$6,000,000~~ for retail business.
- 4) With no more than 250 employees if a manufacturing business.
- A) A manufacturing business shall calculate how many people it employs by determining its average full-time equivalent employment, based on the number of persons employed on a full-time, part-time, temporary or other basis for its most recently ended fiscal year.
 - B) If a manufacturing business has been in existence for less than a full fiscal year, its average employment should be calculated for the period through one month prior to the bid or proposal due date.
- 5) If the business is any combination of retailer, wholesaler or construction business, then the annual sales for each component may not exceed the amounts shown in subsection (e)(3). For example, a business that is both a retailer and a wholesaler may not have total sales exceeding \$16,000,000, the retail component may not exceed \$6,000,000 and the wholesale component may not exceed \$10,000,000. If the business is also a manufacturer, in addition to meeting the annual sales requirement, the number of manufacturing employees may not exceed the number shown in subsection (e)(4).
- 6) When computing the size status of a vendor, the number of employees and annual sales and receipts, as applicable, of the vendor and all affiliates shall be included. Concerns are affiliates when either one directly or indirectly controls or has the power to control the other, or when a third party or parties control or have the power to control both. In determining whether concerns are independently owned and operated and whether affiliation exists, consideration shall be given to all appropriate factors, including use of common facilities, common ownership and management and contractual arrangements. However, a franchise relationship shall not affect small business status if the franchise has the right to profit

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

commensurate with ownership and bears the risk of loss or failure.

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

SUBPART P: ETHICS

Section 1300.5037 Vendor Registration, Certification and Prohibition on Political Contributions

- a) Introduction
Illinois law [10 ILCS 5/9-35 and 30 ILCS 500/20-160 and 50-37] (the statutes) restricts political contributions by vendors and affiliated entities; requires registration with the State Board of Elections (SBEL); ~~requires a copy of the registration certificate stamped by SBEL (Registration Certificate) to be submitted with bids/proposals and contracts;~~ and requires solicitation and contract certifications relative to the requirements of the law. This Section supplements requirements found in the statutes and does not excuse compliance with any of those requirements.
- b) General Registration Requirements
 - 1) These requirements apply to contracts, bids and proposals that are subject to the Code and this Part;
 - A) Bids/proposals referenced in this Section are those submitted in response to a competitive solicitation that is posted to the Bulletin on or after January 1, 2009, regardless of the value assigned to the procurement.
 - B) Bids and proposals include pending bids and proposals.
 - C) These requirements generally apply to a vendor whose existing State contracts have an aggregate value in excess of \$50,000, whose aggregate value of bids/proposals for State contracts exceeds \$50,000, or whose aggregate value of State contracts and bids/proposals exceeds \$50,000.
 - D) This value is calculated on a calendar-year basis.

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

- 2) On a calendar-year basis, each vendor or potential vendor must keep track of the value of contracts and bids/proposals. Vendors must register with SBEL when the vendor determines that the value of the contracts and bids/proposals meets the threshold for registration.
 - 3) An "executive employee" means:
 - A) the President, Chairman of the Board, or Chief Executive Officer of a business entity and any other individual that fulfills equivalent duties as the President, Chairman of the Board, or Chief Executive Officer of a business entity.
 - B) any employee of a business entity whose compensation is determined directly, in whole or in part, by the award or payment of contracts by a State agency to the entity employing the employee, irrespective of the employee's title or status in the business entity. For the purposes of this subsection (b)(3)(B), compensation determined directly by award or payment of contracts means a payment over and above regular salary that would not be made if it were not for the award of the contract.
- c) Bids and Proposals
- 1) The CPO, or his or her designee, shall determine whether a business entity is required to register with SBEL and, if so, whether the business entity is in compliance with the registration requirements on the date the bid or proposal is due.
 - 2) If the CPO determines that a business entity is required to register with SBEL and the business entity is not in compliance with the registration requirements, then the CPO shall not accept the business entity's bid or proposal.
- d) Contracts
- A copy of the Registration Certificate must be in the procurement file as set forth in this subsection (d), unless the vendor certifies it is not required to register.
- 1) For contract renewals and extensions, if the value of the renewal or extension by itself, or in combination with the contract being

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

renewed/extended and other contracts and bids/proposals exceeds \$50,000, the vendor must provide the Registration Certificate and make the appropriate contract certification, if it has not already done so.

- 2) For indefinite quantity/estimated value contracts, a vendor who is otherwise not required to register shall register with SBEL when the value of orders placed pursuant to an indefinite/estimated value contract plus all other contracts and bids/proposals exceeds \$50,000.
- 3) For contract amendments, if the value of the amendment, by itself or in combination with the contract being renewed plus other contracts and bids/proposals, exceeds \$50,000, the vendor must provide the Registration Certificate and make the appropriate contract certification, if it has not already done so.
- 4) Any contracts mistakenly executed in violation of this Section must be amended to include the contract certifications, ~~and the vendor must supply the Registration Certificate.~~ If any violation by the vendor is not cured within ~~75 business~~ days after receipt of notification of the violation, the contract is voidable by the State without penalty.
- 5) Contract certification required by the statutes shall be included in or added to each contract that must be filed with the State Comptroller pursuant to Section 20-80 of the Code and those written, two-party contracts that need not be filed with the Comptroller. The OAG may require written confirmation of the rule-imposed certification at any time.

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

Section 1300.5060 Voidable Contracts

If the CPO identifies, discovers, or reasonably suspects that a false certification or inaccurate, incomplete, or misleading disclosure has been made by a contractor or a subcontractor for any of the certifications or disclosures required under Article 50 of the Code, the CPO shall notify the OAG PPCMB and provide it with a copy of the contract or other procurement document in question. If the OAG PPCMB *finds evidence of a* false certification or inaccurate, incomplete, or misleading disclosure, the OAG PPCMB *shall provide written notice to the* bidder, offeror, potential contractor, contractor or subcontractor that is identified, discovered, or reasonably suspected of making the false certification or inaccurate, incomplete, or misleading disclosure.

OFFICE OF THE ATTORNEY GENERAL

NOTICE OF PROPOSED AMENDMENTS

The bidder, offeror, potential contractor, contractor or subcontractor shall have 15 days to respond in writing to the OAG PPCMB. Upon consideration, the OAG PPCMB shall recommend, in writing, whether to allow or void the contract, bid, offer, or subcontract weighing the best interest of the State of Illinois. All recommendations shall be submitted to the Attorney General, or his or her designee, for final review and to the Inspector General and the CPO.

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

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Health Facilities and Services Financial and Economic Feasibility Review
- 2) Code Citation: 77 Ill. Adm. Code 1120
- 3)

<u>Section Numbers:</u>	<u>Proposed Actions:</u>
1120.10	Amendment
1120.20	Amendment
1120.110	Amendment
1120.120	Amendment
1120.130	Amendment
1120.140	Amendment
1120.APPENDIX A	Amendment
- 4) Statutory Authority: Illinois Health Facilities Planning Act [20 ILCS 3960/12]
- 5) A Complete Description of the Subjects and Issues Involved:

Generally, the language in this Part is revised to update and clarify financial and economic feasibility standards. This Part applies to all applications except those classified as emergency or those without a project cost.

A definition for "audit" is added to make clear that an independent certified public accountant must perform audits of financial reports referenced in this Part.

The requirement that applicants have to submit their current bond rating and most recent audited financial statement is added to allow Board members the opportunity to review applications based on up-to-date financial information.

Moves to a different paragraph the language that excludes applicants with a sufficiently high bond rating from having to submit information relating to the availability of funds, financial viability and economic feasibility review criteria.

Standards in Section 1120.Appendix A have been updated as follows:

The standard for new construction and modernization costs per gross square foot for end stage renal disease centers and ambulatory surgery treatment centers are updated to reflect 2015 data.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

The cost complexity index criteria that was previously applied to hospital projects is removed to be more consistent with industry practice.

- 6) Published studies or reports, and sources of underlying data used to compose this rulemaking:

RSMeans Building Construction Cost Data publication

Professional Services and Fees handbook for centralized fee negotiation published by Capital Development Board, Springfield

Moody's, Fitch, and Standard & Poor's Rating Agency Quarterly Reports

American Institute of Architects B101-2007 Standard Form of Agreement Between Owner and Architect

- 7) Will this rulemaking replace any emergency rule currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? No
- 10) Are there any other rulemakings on this Part? No
- 11) Statement of Statewide Policy Objective: This rulemaking may affect units of local government that own or operate health care facilities.
- 12) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Interested persons may present their comments concerning this rulemaking within 45 days after the publication of this issue of the *Illinois Register* to:

Jeannie Mitchell
Assistant General Counsel
Health Facilities and Services Review Board
69 West Washington Street, Suite 3501
Chicago IL 60602

312/814-6226
e-mail: Jeannie.Mitchell@illinois.gov

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not-for-profit corporations affected: This rulemaking may affect small businesses, small municipalities and not for profit corporations that own or operate health care facilities, such as hospitals, ambulatory surgery treatment centers, long-term care centers, end stage renal dialysis centers, free standing emergency care centers, and freestanding birth centers.
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Regulatory Agenda on which this rulemaking was summarized: This rule was not included on either of the two most recent Regulatory Agendas because it was not anticipated.

The full text of the Proposed Amendments begins on the next page:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

TITLE 77: PUBLIC HEALTH

CHAPTER II: HEALTH FACILITIES AND SERVICES REVIEW BOARD

SUBCHAPTER b: OTHER BOARD RULES

PART 1120

HEALTH FACILITIES AND SERVICES FINANCIAL AND
ECONOMIC FEASIBILITY REVIEW

SUBPART A: STATUTORY AUTHORITY, DEFINITIONS,
INTRODUCTION AND APPLICABILITY

Section

- 1120.10 Statutory Authority and Definitions
- 1120.20 Financial and Economic Feasibility – Introduction and Applicability

SUBPART B: INFORMATION REQUIREMENTS AND REVIEW CRITERIA

Section

- 1120.110 Project and Related Cost Data – Review Criteria
- 1120.120 Availability of Funds – Review Criteria
- 1120.130 Financial Viability – Review Criteria
- 1120.140 Economic Feasibility – Review Criteria

SUBPART C: FINANCIAL FEASIBILITY REVIEW CRITERIA

Section

- 1120.210 Financial Feasibility Review Criteria (Repealed)

SUBPART D: ECONOMIC FEASIBILITY REVIEW CRITERIA

Section

- 1120.310 Economic Feasibility Review Criteria (Renumbered)

- 1120.APPENDIX A Financial and Economic Review Standards

AUTHORITY: Authorized by Section 12 of and implementing the Illinois Health Facilities Planning Act [20 ILCS 3960].

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

SOURCE: Emergency amendments at 16 Ill. Reg. 13132, effective August 4, 1992, for a maximum of 150 days; emergency expired on January 1, 1993; adopted at 17 Ill. Reg. 4431, effective March 22, 1993; recodified at 20 Ill. Reg. 2596; amended at 21 Ill. Reg. 15872, effective January 1, 1998; amended at 24 Ill. Reg. 6052, effective April 7, 2000; amended at 27 Ill. Reg. 2960, effective February 21, 2003; amended at 34 Ill. Reg. 6143, effective April 13, 2010; amended at 40 Ill. Reg. _____, effective _____.

SUBPART A: STATUTORY AUTHORITY, DEFINITIONS,
INTRODUCTION AND APPLICABILITY**Section 1120.10 Statutory Authority and Definitions**

a) Statutory Authority

This Part is filed pursuant to Section 12 of the Illinois Health Facilities Planning Act (Act) [20 ILCS 3960/12]. A public hearing on this Part was held in accordance with the provisions of Section 12 of the Act. ~~A The Executive Secretary maintains a~~ record of the public hearing on this Part ~~is. Copies of the public hearing record are~~ available for inspection at the HFSRB offices ~~of the State Board~~ at 525 West Jefferson Street, Springfield, IL 62761.

b) Definitions

1) "Agency" means the Illinois Department of Public Health (DPH).

2) "Audit" means the most recent formal examination, correction and official endorsement of financial reports by an independent certified public accountant.

32) "Capital Expenditure" means an expenditure as defined in Section 3 of the Act [20 ILCS 3960/3] and includes expenditures made by, through, or on behalf of a health care facility as specified at 77 Ill. Adm. Code 1130.

43) "Debt Financing" means all or any portion of project costs financed through borrowing. Leasing ~~is~~, for purposes of this Part, is considered ~~to be~~ borrowing. Portions of lease payments ~~that which~~ are for service, insurance, or other noncapital costs are not considered borrowing.

54) "Economically Feasible" means the costs of financing, constructing, acquiring, and operating a proposed project are reasonable and the

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

expected impact of the project's operating and capital costs on the overall costs of health care are reasonable.

- ~~65~~) "Estimated Total Project Cost" means the dollar amount of all expenditures or other transactions ~~estimated-required~~ to complete a project. ~~ThisSuch~~ amount includes all items that are to be capitalized and also includes the fair market value of any items ~~thatwhich~~ may be acquired through lease, donation, gift or other means.
- ~~76~~) "Fair Market Value" means the dollar value of a project or any component of a project that is accomplished by lease, donation, gifts or any other means ~~thatwhich~~ would have been required for purchase, construction, or acquisition.
- ~~87~~) "Financially Feasible" means that funds are available or will be obtained, ~~and~~ that are equal to or in excess of the estimated total project and related costs, without jeopardizing the applicant's financial viability.

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

Section 1120.20 Financial and Economic Feasibility – Introduction and Applicability

- a) Introduction
- 1) This Section contains the review criteria that pertain to the financial and economic feasibility of a project. HSFRB shall consider a project's conformance with these criteria (as applicable), as well as a project's conformance with all other applicable review criteria.
 - 2) ~~ApplicationsAll applications~~ shall be subject to this Part except for those that are classified as emergency and those that have no estimated project cost.
- b) Financial Information of Applicants ~~and Co-applicants~~
- 1) ~~ApplicantsAll the applicants and co-applicants~~ shall be identified, specifying their roles in the project funding or guaranteeing the funding (sole responsibility or shared) and percentage of participation in that funding.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

2) Applicants shall submit:

A) Current bond rating – The rating must have been affirmed within the latest 18-month period prior to the submittal of the application; and

B) Both:

i) Most recent audited financial statement; or evidence of a performance bond; or evidence of an escrow account with the cash that is being used for the subject project; and

ii) a commitment letter from a loan agency verifying the debt agreement.

3) Sections 1120.120, 1120.130 and 1120.140(a) do not need to be addressed by the applicants responsible for funding or guaranteeing the funding of the project if the applicant has a bond rating of A- or better from Fitch's or Standard and Poor's rating agencies, or A3 or better from Moody's (the rating must have been affirmed within the latest 18-month period prior to the submittal of the application).

c) Charity Care

1) ~~Applicants~~All applicants and co-applicants shall indicate the amount of charity care provided during~~for~~ the latest three audited fiscal years, the cost of charity care and the ratio of that charity care cost to net patient revenue.

2) If the applicant owns or operates one or more facilities, the reporting shall be for each individual facility located in Illinois. If charity care costs are reported on a consolidated basis, the applicant shall provide documentation as to the cost of charity care; the ratio of that charity care to the net patient revenue for the consolidated financial statement; the allocation of charity care costs; and the ratio of charity care cost to net patient revenue for the facility under review.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 3) If the applicant is not an existing facility, it shall submit the facility's projected patient mix by payer source, anticipated charity care expense and projected ratio of charity care to net patient revenue by the end of its second year of operation.

~~HFSRB NOTE: The following Sections DO NOT need to be addressed by the applicants or co-applicants responsible for funding or guaranteeing the funding of the project if the applicant has a bond rating of A or better from Fitch's or Standard and Poor's rating agencies, or A3 or better from Moody's (the rating shall be affirmed within the latest 18 month period prior to the submittal of the application):~~

~~Section 1120.120 Availability of Funds – Review Criteria~~

~~Section 1120.130 Financial Viability – Review Criteria~~

~~Section 1120.140 Economic Feasibility – Review Criteria, subsection (a)~~

- d) Project Types and Applicable Review Criteria
 - 1) Unless otherwise stated, only the applicants ~~or co-applicants~~ that are responsible for funding or guaranteeing funding of the project shall provide the documentation required by the applicable review criteria.
 - 2) For projects owned/operated by the State of Illinois, exclusive of the University of Illinois hospital, the following review criteria apply:
 - A) Section 1120.110 Project and Related Cost Data – Review Criteria;
 - B) Section 1120.120 Availability of Funds – Review Criteria;
 - C) Section 1120.130 Financial Viability – Review Criteria; and
 - D) Section 1120.140 Economic Feasibility – Review Criteria:
 - i) Subsection (c) Reasonableness of Project and Related Cost – Review Criteria;
 - ii) Subsection (d) Projected Operating Cost.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 3) For all projects except those owned/operated by the State of Illinois, exclusive of the University of Illinois hospital, all Sections in this Part apply.

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

SUBPART B: INFORMATION REQUIREMENTS AND REVIEW CRITERIA

Section 1120.110 Project and Related Cost Data – Review Criteria

- a) Estimated Total Project Cost
The applicant shall provide the estimated total project cost, including the amounts for each cost component (line item) applicable to the project. When a project or any component of a project is to be accomplished by lease, donation, gift or any similar means, the fair market value or dollar value that would have been required for purchase, construction or acquisition shall be included in the estimated total project cost. The applicant shall submit documentation as to the fair market or dollar value as defined in 77 Ill. Adm. Code 1130.140. Costs shall be provided for the following components (line items), as applicable:
 - 1) Preplanning Costs – those costs incurred prior to the submission of an application, such as development and feasibility studies, market studies, legal fees, bid solicitation, etc.;
 - 2) Site Survey and Soil Investigation Fees – the costs for surveying of a proposed project site and related soil investigation fees;
 - 3) Site Preparation Costs – includes costs ~~for such as rental of~~ equipment rental for earthwork, concrete, lifting and hoisting, site drainage, utilities, demolition of existing buildings or structures on site, clearing, grading and related earthwork;
 - 4) Off-site Work Costs – all costs related to off-site activities, such as drainage, pipes, utilities, sewage, traffic signals, roads and walks;
 - 5) Construction and Modernization Contracts – all costs and expenses covered under the construction contract, including major medical and other fixed equipment, contractor's overhead and profit;

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 6) Contingencies – a cost allowance to be used solely for unforeseeable events relating to construction or modernization costs;
- 7) Architectural and Engineering Fees – the costs associated with the design, development of contract documents, and construction administration related to the proposed project, including only those fees defined as "basic services" in Document B101-2007, Standard Form of Agreement Between Owner and Architect (www.aia.org), (American Institute of Architects, 1735 New York Ave., NW, Washington DC 20006-5292, 800/242-3837; 2007, no later editions or amendments included);
- 8) Consulting and Other Fees – the costs and charges for the services of various types of consulting and professional expertise, including environmental impact, computer software fees, certificate of need fees, etc. (the applicant shall provide a detailed listing of types and amounts of such fees);
- 9) Capital Equipment Not Included in Construction Contracts – the cost of all fixed and movable capital equipment, including any ~~movable major~~ medical equipment and the cost of installation of the equipment, excluding any trade-in allowances on existing equipment, that are not included in construction contracts;
- 10) Bond Issuance Expense – all costs associated with the issuance of bonds to finance a project, including issuer's fees, bond counsel's fees, official statements (feasibility study), official statement printing, printing of bonds, survey of the collateral site, title insurance to property, auditor's fees, trustee fees, underwriters' discount, and government fees (if applicable);
- 11) Net Interest Expense During Construction – the cost representing the difference between interest earned on funds for construction and interest expense on the amount of borrowed funds;
- 12) Other Costs that Are To Be Capitalized – miscellaneous fees, expenses (e.g., asbestos removal, mold treatment, temporary insurance, workers' compensation, surface parking lots, temporary roads or paving, lighting, fencing, security, etc., that are not included in construction contracts) and

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

working capital expenses related to the project (the applicant shall provide a detailed listing of all other fees and expenses and the amount of each);

- 13) Acquisition of Buildings or Other Property (excluding land) – the cost incurred (or the fair market value) for the acquisition of buildings or property for the project. Any acquisition that has occurred within two years prior to the date of application for permit submission must be included as part of project costs.

HFSRB NOTE: If the acquisition is by a lease, and the terms of the lease include capital improvements to the property, then those capital improvements are to be listed separately.

b) Related Project Cost Data and Information Requirements

The applicant shall provide the following information related to the project, as applicable.

- 1) Land Acquisition Cost – the purchase price or fair market value, whichever is applicable, for the acquisition of land that has been acquired within two years prior to the date of application for permit submission or that will be required in order to undertake the project. Acquisition of land is not included as part of total estimated project costs.
- 2) Operating Start-up Costs – the estimated non-capitalized operating start-up costs, including any estimated initial operating deficit, and any other necessary amounts to make the project operational (AMPO). Any capitalized costs that are related to the start-up costs of a facility must be included in the total estimated project cost.
- 3) Project Development Schedule – a project completion schedule that provides the project start date, the estimated date when one third of the total estimated project cost will be expended, and the anticipated date for completion of the project.

HFSRB NOTE: Project completion includes all post-construction activities, including installation of furnishings and equipment, inspections and training of staff. (Applicant should refer to definition of "Project Completion" in 77 Ill. Adm. Code 1130.140.)

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 4) Construction Schedule – a construction schedule that provides the dates for construction start and midpoint of construction and anticipated date for construction completion.
- 5) Debt Service Reserve Fund – the amount that will be placed in a debt service reserve fund and the terms of and conditions on uses of the fund.

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

Section 1120.120 Availability of Funds – Review Criteria

Applicants~~The applicant~~ shall document that financial resources shall be available and be equal to or exceed the estimated total project cost plus any related project costs by providing evidence of sufficient financial resources from the following applicable sources, ~~as applicable~~:

- a) Cash and Securities – statements (e.g., audited financial statements, letters from financial institutions, board resolutions) as to:
 - 1) the amount of cash and securities available for the project, including the identification of any security, its value and availability of thosesueh funds; and
 - 2) interest to be earned on depreciation account funds or to be earned on any asset from the date of applicant's submission through project completion;
- b) Pledges – for anticipated pledges, a summary of the anticipated pledges showing anticipated receipts and discounted value, estimated time table of gross receipts and related fundraising expenses, and a discussion of past fundraising experience. Provide a list of confirmed pledges from major donors (over \$100,000);
- c) Gifts and Bequests – verification of the dollar amount, identification of any conditions of use, and the estimated time table of receipts;
- d) Debt – for applicants with projects involving debt financing, a statement of the estimated terms and conditions (including the debt time period, variable or permanent interest rates over the debt time period, and the anticipated repayment schedule) for any interim and for the permanent financing proposed to fund the project, including:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 1) For general obligation bonds, proof of passage of the required referendum or evidence that the governmental unit has the authority to issue the bonds and evidence of the dollar amount of the issue, including any discounting anticipated;
- 2) For revenue bonds, proof of the feasibility of securing the specified amount and interest rate;
- 3) For mortgages, a letter from the prospective lender attesting to the expectation of making the loan in the amount and time indicated, including the anticipated interest rate and any conditions associated with the mortgage, such as, but not limited to, adjustable interest rates, balloon payments, etc.;
- 4) For any lease, a copy of the lease, including all the terms and conditions, including any purchase options, any capital improvements to the property and provision of capital equipment;
- e) Governmental Appropriations – a copy of the appropriation Act or ordinance accompanied by a statement of funding availability from an official of the governmental unit. If funds are to be made available from subsequent fiscal years, a copy of a resolution or other action of the governmental unit attesting to this intent;
- f) Grants – a letter from the granting agency as to the availability of funds in terms of the amount and time of receipt;
- g) All Other Funds and Sources – verification of the amount and type of any other funds that will be used for the project.

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

Section 1120.130 Financial Viability – Review Criteria

- a) Financial Viability Waiver
The applicant is NOT required to submit financial viability ratios if:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 1) all project capital expenditures, including capital expended through a lease, are completely funded through internal resources (cash, securities or received pledges); or

HFSRB NOTE: Documentation of internal resources availability shall be available as of the date the application is deemed complete.

- 2) the applicant's current debt financing or projected debt financing is insured or anticipated to be insured by Municipal Bond Insurance Association Inc. (MBIA); or its equivalent; or

HFSRB NOTE: MBIA Inc is a holding company whose subsidiaries provide financial guarantee insurance for municipal bonds and structured financial projects. MBIA coverage is used to promote credit enhancement as MBIA would pay the debt (both principal and interest) in case of the bond issuer's default.

- 3) the applicant provides a third-party surety bond or performance bond letter of credit from an A rated guarantor (insurance company, bank or investing firm) guaranteeing project completion within the approved financial and project criteria.

b) Viability Ratios

~~Applicants~~~~The applicant or co-applicant~~ that ~~are~~is responsible for funding or guaranteeing funding of the project shall provide viability ratios for the latest three years for which audited financial statements are available and for the first full fiscal year at target utilization, but no more than two years following project completion. When the applicant's facility does not have facility specific financial statements and the facility is a member of a health care system that has combined or consolidated financial statements, the system's viability ratios shall be provided. If the health care system includes one or more hospitals, the system's viability ratios shall be evaluated for conformance with the applicable hospital standards. The latest three years' audited financial statements shall consist of:

- 1) Balance sheet;
- 2) Revenues and expenses statement;
- 3) Changes in fund balance; and

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 4) Changes in financial position.

HFSRB NOTE: To develop the above ratios, facilities shall use and submit audited financial statements. If audited financial statements are not available, the applicant shall use and submit Federal Internal Revenue Service tax returns or the Federal Internal Revenue Service 990 report with accompanying schedules. If the project involves the establishment of a new facility and/or the applicant is a new entity, supporting schedules to support the numbers shall be provided documenting how the numbers have been compiled or projected.

- c) Variance
Applicants not in compliance with any of the viability ratios shall document that another organization, public or private, shall assume the legal responsibility to meet the debt obligations should the applicant default.

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

Section 1120.140 Economic Feasibility – Review Criteria

- a) The applicant shall document the reasonableness of financing arrangements by submitting a notarized statement signed by an authorized representative that attests to one of the following:
- 1) That the total estimated project costs and related costs will be funded in total with cash and equivalents, including investment securities, unrestricted funds, received pledge receipts and funded depreciation; or
 - 2) That the total estimated project costs and related costs will be funded in total or in part by borrowing because:
 - A) A portion or all of the cash and equivalents must be retained in the balance sheet asset accounts in order to maintain a current ratio of at least 2.0 times for hospitals and 1.5 times for all other facilities; or
 - B) Borrowing is less costly than the liquidation of existing investments, and the existing investments being retained may be converted to cash or used to retire debt within a 60-day period.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- b) Conditions of Debt Financing – Review Criterion
~~Applicants with projects involving debt financing. This criterion is applicable only to projects that involve debt financing. The applicant~~ shall document that the conditions of debt financing are reasonable by submitting a notarized statement signed by an authorized representative that attests to the following, as applicable:
- 1) That the selected form of debt financing for the project will be at the lowest net cost available;
 - 2) That the selected form of debt financing will not be at the lowest net cost available, but is more advantageous due to such terms as prepayment privileges, no required mortgage, access to additional indebtedness, term (years), financing costs and other factors;
 - 3) That the project involves (in total or in part) the leasing of equipment or facilities and that the expenses incurred with leasing a facility or equipment are less costly than constructing a new facility or purchasing new equipment.
- c) Reasonableness of Project and Related Costs – Review Criterion
The applicant shall document that the estimated project costs are reasonable and shall document compliance with the following:
- 1) Preplanning costs shall not exceed the standards detailed in Appendix A ~~of this Part.~~
 - 2) Total costs for site survey, soil investigation fees and site preparation shall not exceed the standards detailed in Appendix A unless the applicant documents site constraints or complexities, and provides evidence that the costs are similar to or consistent with other projects that have experienced similar constraints or complexities.
 - 3) Construction and modernization costs per square foot shall not exceed the standards detailed in Appendix A unless the applicant documents construction constraints or other design complexities and provides evidence that the costs are similar to or consistent with other projects that have experienced similar constraints or complexities.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

HFSRB NOTE: Construction and modernization costs (i.e., all costs contained in construction and modernization contracts) plus contingencies shall be evaluated for conformance with the standards detailed in Appendix A.

- 4) Contingencies (stated as a percentage of construction costs for the project's stage of architectural development) shall not exceed the standards detailed in Appendix A unless the applicant documents construction constraints or other design complexities and provides evidence that the costs are similar to or consistent with other projects that have experienced similar constraints or complexities.

HFSRB NOTE: Contingencies shall be limited in use for construction or modernization (line item) costs only and shall be included in construction and modernization cost per square foot calculations and evaluated for conformance with the standards detailed in Appendix A. If, subsequent to permit issuance, contingencies are proposed to be used for other component (line item) costs, an alteration to the permit (as detailed in 77 Ill. Adm. Code 1130.750) must be approved by HFSRB prior to that use.

- 5) New construction or modernization fees and architectural/engineering fees shall not exceed the fee schedule standards detailed in Appendix A unless the applicant documents construction constraints or other design complexities and provides evidence that the costs are similar to or consistent with other projects that have experienced similar constraints or complexities.
- 6) The costs of all capitalized equipment not included in construction contracts shall not exceed the standards for equipment as detailed in Appendix A unless the applicant documents the need for additional or specialized equipment due to the scope or complexities of the services to be provided. As documentation, the applicant ~~shall~~ **must** provide evidence that the costs are similar to or consistent with other projects of similar scope and complexity, and attest that the equipment will be acquired at the lowest net cost available, or that the choice of higher cost equipment is justified due to such factors as, but not limited to, maintenance agreements, options to purchase, or greater diagnostic or therapeutic capabilities.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

- 7) Building acquisition, net interest expense, and other estimated costs shall not exceed the standards detailed in Appendix A. If Appendix A does not specify a standard for the cost component, the applicant shall provide documentation that the costs are consistent with industry norms based upon a comparison with previously approved projects of similar scope and complexity.
- 8) ~~Cost Complexity Index (to be applied to hospitals only)
The mix of service areas for new construction and modernization will be adjusted by the table of cost complexity index detailed in Appendix A.~~
- d) **Projected Operating Costs**
The applicant shall provide the projected direct annual operating costs (in current dollars per equivalent patient day or unit of service) for the first full fiscal year at target utilization but no more than two years following project completion. Direct costs means the fully allocated costs of salaries, benefits and supplies for the service.
- e) **Total Effect of the Project on Capital Costs**
The applicant shall provide the total projected annual capital costs (in current dollars per equivalent patient day) for the first full fiscal year at target utilization but no more than two years following project completion.

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

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

Section 1120.APPENDIX A Financial and Economic Review Standards

- a) Reasonableness of Project and Related Costs Standards
 - 1) Preplanning
Costs shall not exceed 1.8% of construction and modernization contracts plus contingencies plus equipment costs.
 - 2) Site Survey and Preparation
Costs shall not exceed 5.0% of construction and contingency costs.
 - 3) New Construction and Modernization Costs per Gross Square Foot (GSF)
Hospital and long-term care (LTC) cost standards are derived from the RSMeans Building Construction Cost Data (Means) publication (RSMeans, 63 Smiths Lane, PO Box 800, Kingston MA 02364-9988, 800/334-3509; ~~20152008~~, no later amendments or editions included) and will be adjusted (for inflation and location) for each project to the current year (www.rsmeans.com). Cost standards for the other types of facilities are derived from the third quartile costs of previously approved projects and are to be adjusted to the current year based upon historic inflation rates from RSMeans.

HFSRB NOTE: HFSRB staff will review the cost per square foot data submitted in the application, to determine compliance with the latest available cost standards of the RSMeans publication.

HFSRB NOTE: Modernization includes the build out of leased space and shall include the cost of all capital improvements contained in the terms of the lease. ~~These~~ standards are based on ~~20152008~~ data.

Type of Facility	New Construction	Modernization
Hospital	Adjusted Means 3 rd Quartile	70% of Adjusted Means 3 rd Quartile
LTC (includes ICF/DD facilities)	Adjusted Means 3 rd Quartile	70% of Adjusted Means 3 rd Quartile

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

ESRD	\$ 254.58207 per gsf	\$ 178.33145 per gsf
ASTC	\$ 357.89291 per gsf	\$ 249.66203 per gsf

- 4) Contingencies
 Contingency costs for projects (or for components of projects) are based upon a percentage of new construction or modernization costs and are based upon the status of a project's architectural contract documents.

Status of Project	New Construction	Modernization
Contract Documents	Components	Components
Schematics	10%	10-15%
Preliminary	7%	7-10%
Final	3-5%	5-7%

- 5) New Construction or Modernization Fees & Architectural/Engineering (A&E) Fees
 Current fees for services for projects or components of projects involving new construction or modernization (total amount of construction and contingencies, A&E fees for hospitals, LTC facilities and ASTCs, A&E fees for ESRDs and outpatient clinical service facilities, and total fees for site work) can be found in the Centralized Fee Negotiation Professional Services and Fees Handbook (available at www.cdb.state.il.us or by contacting the Capital Development Board, 401 South Spring Street, Springfield, Illinois 62706). HFSRB shall, for all calculations, consider the latest version of the handbook as released on the Capital Development Board website.

A) Projects or Components of Projects Involving New Construction

Total Amount of Construction and Contingencies	A&E Fees for Hospitals, LTC Facilities, ASTCs	A&E Fees for ESRDs, Outpatient Clinical Service Facilities	Total Fees for Site Work
under \$100,000	10.59-15.89%	9.75-14.63%	7.99-13.70%
\$200,000	9.99-14.99%	9.15-13.73%	7.46-12.78%

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

\$300,000	9.48-14.22%	8.64-12.96%	6.99-11.99%
\$400,000	9.03-13.55%	8.19-12.29%	6.59-11.30%
\$500,000	8.65-12.99%	7.80-11.72%	6.26-10.72%
\$700,000	8.21-12.33%	7.36-11.06%	5.86-10.05%
\$900,000	7.89-11.85%	7.05-10.59%	5.57-9.55%
\$1,000,000	7.79-11.69%	6.95-10.43%	5.48-9.40%
\$1,250,000	7.62-11.44%	6.77-10.17%	5.33-9.14%
\$1,500,000	7.49-11.25%	6.64-9.98%	5.21-8.94%
\$1,750,000	7.36-11.06%	6.53-9.81%	5.10-8.74%
\$2,500,000	7.06-10.60%	6.22-9.34%	4.83-8.27%
\$3,000,000	6.89-10.35%	6.04-9.08%	4.67-8.00%
\$5,000,000	6.42-9.64%	5.57-8.37%	4.25-7.29%
\$7,000,000	6.11-9.17%	5.27-7.91%	3.97-6.80%
\$9,000,000	5.94-8.92%	5.09-7.65%	3.82-6.55%
\$10,000,000	5.90-8.86%	5.05-7.59%	3.78-6.48%
\$15,000,000	5.76-8.66%	4.94-7.42%	3.69-6.33%
\$20,000,000	5.64-8.48%	4.84-7.28%	3.62-6.20%
\$25,000,000	5.52-8.28%	4.75-7.13%	3.56-6.10%
\$30,000,000	5.37-8.07%	4.63-6.95%	3.48-5.96%
\$40,000,000	5.12-7.68%	4.42-6.64%	3.34-5.73%
\$50,000,000	4.86-7.30%	4.22-6.34%	3.19-5.48%
\$100,000,000 and over	3.59-5.39%	3.16-4.74%	2.46-4.21%

B) Projects or Components of Projects Involving Modernization

Total Amount of Construction and Contingencies	A&E Fees for Hospitals, LTC facilities, ASTCs	A&E Fees for ESRDs, Outpatient Clinical Service facilities	Total Fees for Site Work
under \$100,000	10.76-16.16%	9.92-14.88%	8.12-13.92%
\$200,000	10.16-15.26%	9.31-13.97%	7.58-13.00%
\$300,000	9.65-14.49%	8.80-13.20%	7.12-12.21%
\$400,000	9.20-13.80%	8.34-12.52%	6.71-11.51%
\$500,000	8.81-13.23%	7.96-11.94%	6.37-10.92%
\$700,000	8.36-12.56%	7.50-11.26%	5.97-10.23%
\$900,000	8.04-12.06%	7.18-10.78%	5.67-9.73%

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

	Per Bed	Per Station	Per Room
N/A	\$6,491	\$39,945	\$353,802

- 7) **Inflation Factor**
 Costs for construction and modernization contracts and equipment are to be adjusted for projected inflation. The projected inflation rate is to be calculated to the midpoint of construction. For construction midpoint of up to 3 years, the inflation rate shall be an average of the previous 3 years annual inflation rates for construction as determined by RSMeans. For construction midpoints beyond 3 years, the inflation rate shall be the lesser of this rate or 3% for the period of time beyond 3 years.
- 8) ~~Cost Complexity Index (to be applied to hospital projects only)
 The mix of service areas or departments for new construction and modernization will be adjusted by the following Cost Complexity Index:~~

	Service Areas\Departments	Complexity Ratios
1.	Acute Care Beds	1.07
2.	ICU Beds	1.21
3.	Diagnostic And Therapeutic (High)	1.23
4.	Diagnostic And Therapeutic (Medium)	1.11
5.	Diagnostic And Therapeutic (Low)	0.97
6.	Clinical Storage, Processing And Distribution	0.95
7.	Administrative	0.79
8.	Non-Clinical Storage, Processing And Distribution	0.72
9.	Public/Amenities	0.95
10.	Building Components	0.73

~~For purposes of the Cost Complexity Index table only, the following definitions apply:~~

1. ~~"Acute Care Beds" = bed-related clinical service areas including departments/service areas such as, but not limited to, medical-surgical bed units, labor delivery recovery or labor delivery recovery~~

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

~~postpartum units, obstetrics nursing bed units, newborn nursery units, rehabilitation bed units, pediatrics bed units, acute mental illness bed units, long term care acute bed units, skilled nursing units and other related service areas.~~

2. ~~"ICU Beds" = intensive care bed unit clinical service areas including departments/service areas such as, but not limited to, medical intensive care, surgical intensive care, burn intensive care, pediatric intensive care, neonatal intensive care units and other related service areas.~~
3. ~~"Diagnostics and Treatment High Resource Intensive" = clinical service areas including departments/service areas such as diagnostic and imaging radiology with fixed equipment like MRI, nuclear medicine, cardiac catheterization, interventional radiology, surgery, vascular laboratory, radiation oncology, operating rooms (Class C), C-section and other related service areas.~~
4. ~~"Diagnostics and Treatment Medium Resource Intensive" = clinical service areas including departments/service areas such as, but not limited to, emergency department, Phase II recovery, clinical laboratory, surgical procedure rooms (Class B), gastro-intestinal laboratory procedures, observation rooms and other related service areas.~~
5. ~~"Diagnostics and Treatment Low Resource Intensive" = clinical service areas including departments/service areas such as, but not limited to, pharmacy, neuro-diagnostics, PT/OT/speech, respiratory therapy, cardiac rehabilitation, cardiac diagnostics, in-patient dialysis, express testing, infusion/transfusion, partial hospital program (outpatient treatment) and other examination room related service areas.~~
6. ~~"Clinical Storage, Processing and Distribution" = clinical service areas including, but not limited to, central sterile processing, pharmacy, biomedical engineering, autopsy, morgue and other related service areas.~~
7. ~~"Administrative" = non-clinical service areas or office based departments/service areas including, but not limited to,~~

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

~~administration/business office, medical library, medical records, human resources, marketing, meeting rooms, family services, registration, admissions, on-call rooms, patient resource coordination center, care management, emergency medical service offices, security, volunteer services, information systems, foundation office and accounting and other related service areas.~~

8. ~~"Non-Clinical Storage, Processing and Distribution" – non-clinical service areas including departments/service areas such as, but not limited to, storage, helicopter pads, employee facilities, materials management (offices and warehouses), linen holding, housekeeping, shop, ambulance garage, print shop/copy room, maintenance, kitchen/food services, transportation and other related service areas.~~

9. ~~"Public/Amenities" – non-clinical service areas including, but not limited to, lobbies, vertical circulation, reception, gift shop, community meeting rooms and other related service areas.~~

10. ~~"Building Components" – non-clinical service area components or grossing factors including, but not limited to, exterior walls, HVAC, parking garages, boiler plant and other related service areas.~~

b) Financial Viability Standards

1) Current Ratio = Current Assets/Current Liabilities

Type of Hospital:	Standard
Not-For-Profit, System	2.0 or more
Not-For-Profit, Non-System	2.0 or more
For Profit, System	2.0 or more
For-Profit, Non-system	2.0 or more
Governmental	2.0 or more

Type of Long-Term Care (including ICF/DD) Facilities:	
Not-For-Profit, System	1.5 or more
Not-For-Profit, Non-System	1.5 or more
For-Profit, System	1.5 or more
For-Profit, Non-System	1.5 or more

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

Governmental	1.5 or more
End Stage Renal Dialysis Facilities	1.5 or more
Ambulatory Surgical Treatment Centers	1.5 or more

- 2) Net Margin Percentage = (Net Income/Net Operating Revenues) X 100

Type of Hospital:	Standard
Not-For-Profit, System	3.0% or more
Not-For-Profit, Non-System	3.0% or more
For Profit, System	5.0% or more
For-Profit, Non-system	5.0% or more
Governmental	0% or more

Type of Long-Term Care (including ICF/DD) Facilities:	
Not-For-Profit, System	2.5% or more
Not-For-Profit, Non-system	2.5% or more
For-Profit, System	2.5% or more
For-Profit, Non-system	2.5% or more
Governmental	0% or more

End Stage Renal Dialysis Facilities 3.5% or more

Ambulatory Surgical Treatment Centers 3.5% or more

HFSRB NOTE: Net Margin Percentage for FOR-PROFITS is before the provision for income taxes. Net income is the excess of revenues over expenses from operations, before non-recurring income or expense.

- 3) Long-Term Debt to Capitalization = (Long-Term Debt/Long-Term Debt plus Net Assets) X 100

Type of Hospital:	Standard
Not-For-Profit, System	50% or less
Not-For-Profit, Non-System	50% or less
For-Profit, System	50% or less

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

For-Profit, Non-System	50% or less
Governmental	NA

Type of Long-Term Care (including ICF/DD) Facilities:

Not-For-Profit, System	80% or less
Not-For-Profit, Non-system	80% or less
For-Profit, System	50% or less
For-Profit, Non-system	50% or less
Governmental	NA

End Stage Renal Dialysis Facilities 80% or less

Ambulatory Surgical Treatment Centers 80% or less

HFSRB NOTE: For long-term care facilities and for-profit facilities, the applicant shall explain the rationale of the use of debt rather than the issuance of stock (if this is the case).

- 4) Projected Debt Service Coverage = Net Income plus (Depreciation plus Interest plus Amortization)/Principal Payments plus Interest Expense for the Year of Maximum Debt Service after Project Completion

Type of Hospital:	Standard
Not-For-Profit, System	2.5 or more
Not-For-Profit, Non-System	2.5 or more
For-Profit, System	2.5 or more
For-Profit, Non-System	2.5 or more
Governmental	2.5 or more

Type of Long-Term Care (including ICF/DD) Facilities:

Not-For-Profit, System	1.5 or more
Not-For-Profit, Non-system	1.5 or more
For-Profit, System	1.5 or more
For-Profit, Non-system	1.5 or more
Governmental	1.5 or more

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

End Stage Renal Dialysis Facilities 1.75 or more

Ambulatory Surgical Treatment Centers 1.75 or more

HFSRB NOTE: Net Income is the excess of revenues over expenses from operations, before non-recurring income or expense.

- 5) $\text{Days_Cash_on_Hand} = (\text{Cash plus Investments plus Board Designated Funds}) / (\text{Operating Expense less Depreciation Expense}) / 365 \text{ days}$

Type of Hospital:	Standard
Not-For-Profit, System	75.0 or more days
Not-For-Profit, Non-System	75.0 or more days
For-Profit, System	75.0 or more days
For-Profit, Non-System	75.0 or more days
Governmental	NA

Type of Long-Term Care (including ICF/DD) Facilities:	
Not-For-Profit, System	45 or more days
Not-For-Profit, Non-system	45 or more days
For-Profit, System	45 or more days
For-Profit, Non-system	45 or more days
Governmental	45 or more days

End Stage Renal Dialysis Facilities 45 or more days

Ambulatory Surgical Treatment Centers 45 or more days

HFSRB NOTE: Days Cash On Hand ratio can be a combination of cash and investments held by the facilities or available funds from the backup line of credit.

- 6) $\text{Cushion Ratio} = (\text{Cash plus Investments plus Board Designated Funds}) / (\text{Principal Payments plus Interest Expense})$ for the year of maximum debt service after project completion

Type of Hospital:	Standard
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HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF PROPOSED AMENDMENTS

Not-For-Profit, System	7.0 or more
Not-For-Profit, Non-System	7.0 or more
For-Profit, System	7.0 or more
For-Profit, Non-System	7.0 or more
Governmental	NA

Type of Long-Term Care (including ICF/DD) Facilities:

Not-For-Profit, System	3.0 or more
Not-For-Profit, Non-system	3.0 or more
For-Profit, System	3.0 or more
For-Profit, Non-system	3.0 or more
Governmental	NA

End Stage Renal Dialysis Facilities 3.0 or more

Ambulatory Surgical Treatment Centers 3.0 or more

HFSRB NOTE: The applicant may also include in the numerator the amount of funds available from an existing or proposed backup line of credit. If the applicant includes funds available from a line of credit, documentation shall be provided regarding the terms and conditions of the line.

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Public Schools Evaluation, Recognition and Supervision
- 2) Code Citation: 23 Ill. Adm. Code 1
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
1.310	Amendment
1.420	Amendment
1.425	New Section
1.530	Amendment
1.705	Amendment
1.APPENDIX A	Amendment
1.APPENDIX D	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6
- 5) A Complete Description of the Subjects and Issues Involved: PA 98-859, effective August 4, 2014, charged the Enhance Physical Education Task Force with identifying an assessment to be used in schools to measure "aerobic capacity, body composition, muscular strength, muscular endurance and flexibility" of students in order to ascertain the effectiveness of Goal 20 of the Illinois Learning Standards (ILS) for Physical Development and Health, which is to: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

The law further required that "health-related fitness testing" be part of a school's curriculum for students in grades 3 and above and that rules pertaining to fitness testing be adopted by the State Board no later than December 31, 2015.

New Section 1.425 consolidates requirements now stated in Section 1.420(p) of the rules regarding physical education, which will be modified, with the recommendations that the Task Force shared with the State Board of Education in August. New Section 1.425(a) through (f) represents existing requirements. New Section 1.425(g) puts into rule the Task Force's recommendations regarding the use of the Fitnessgram or the Brockport Physical Fitness Testing for students with disabilities whose Individualized Education Program, or IEP, identifies the Fitnessgram as not appropriate. Schools must begin using the assessments in the 2016-17 school year, and electronically report results about the fitness testing to the State Board by May 1, 2017, and annually thereafter.

PA 99-245, effective August 3, 2015, added Section 22-80 to the School Code that requires school districts to adopt policies and procedures related to concussions or head

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

injuries in student athletes to ensure that these injuries are "properly evaluated and managed". The law sets forth specific procedures that both public and private schools must follow, and while none of these procedures must be reiterated in the rules, the rule at Section 1.530(b) and (c) would be more complete and useful if it: stated the law's requirement that parents or guardians of student athletes receive and read information about concussions and acknowledge by written signature that they received and reviewed the information; and acknowledged that school emergency procedures must now address student athletes and meet the requirements of Section 22-80 of the School Code.

PA 99-58, effective July 16, 2015, creates a new credential for chief state school business officials (CSBO). Previously, the CSBO endorsement was placed only on the professional educator license (PEL), which required completion of certain education-related coursework. Most individuals seeking the CSBO are not educators and would not have taken the education coursework required. For this reason, the requirements for the new educator license with stipulations endorsed for chief school business official (ELS-CSBO) align to the financial and business qualifications required for the CSBO endorsement on the PEL but do not require reading and exceptional child coursework. The ELS-CSBO is considered a full license qualifying the individual to serve in a CSBO position and to renew the license every five years, provided that he or she meets the same renewal requirements as those individuals that hold the PEL with the CSBO endorsement must meet.

Changes proposed in Sections 1.310, 1.705 and Appendix A acknowledge this new credential.

Although not resulting from legislation, Appendix D continues the State Board's efforts to update the ILS. In 2014, a task force of educators, professors and social science professional organizations redesigned the ILS for Social Science. The new social science standards will enable educators to transform social science into curricula that increases expectations for kindergarten-through-grade-12 students to read complex texts, think deeply, make connections, provide supporting details and complete analyses in drawing their conclusions.

Under the changes proposed in Subpart D of Part 1, school districts will be required to align their social science curricula to the new standards by the 2017-18 school year. The effective date of school year 2017-18 does not prevent school districts from implementing the standards immediately. It does, however, leave the current standards in place for those districts that need more time and technical assistance to align curriculum

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

and instructional practices in ways that effectively incorporate the shift in focus that is inherent in the new social science standards.

- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None
- 7) Will this rulemaking replace any emergency rule currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? Yes; see Sections 1.420(s) and 1.APPENDIX D.
- 10) Are there any other rulemakings pending on this Part? Yes

<u>Section Numbers:</u>	<u>Proposed Actions:</u>	<u>Illinois Register Citation:</u>
1.420	Amendment	39 Ill. Reg. 12262; September 4, 2015
1.422	Amendment	39 Ill. Reg. 12262; September 4, 2015

- 11) Statement of Statewide Policy Objective: This rulemaking will not create or enlarge a State mandate.
- 12) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Written comments may be submitted within 45 days of the publication of this Notice to:

Shelley Helton
Agency Rules Coordinator
Illinois State Board of Education
100 North First Street, S-493
Springfield IL 62777-0001

217/782-5270
email: rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
 - A) Types of small businesses, small municipalities and not-for-profit corporations affected: None

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) Reporting, bookkeeping or other procedures required for compliance: None
- C) Types of professional skills necessary for compliance: None
- 14) Regulatory Agenda on which this rulemaking was summarized: July 2015 (for social science standards and the physical education assessment)

The full text of the Proposed Amendments begins on the next page:

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Standards

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

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

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

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1.790	Substitute Teacher
1.APPENDIX A	Professional Staff Educator Licensure
1.APPENDIX B	Certification Quick Reference Chart (Repealed)
1.APPENDIX C	Glossary of Terms (Repealed)
1.APPENDIX D	State Goals for Learning
1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. _____, effective _____.

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section 1.310 Administrative Qualifications and Responsibilities

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

- a) Chief school business officials, effective July 1, 1977, shall be appropriately licensed, meeting the requirements stated either in Section 21B-20(2)(K) or 21B-25 of the School Code.
- b) Department chairpersons and teacher leaders who are required to supervise and/or evaluate teachers shall meet the applicable requirements of Section 1.705 of this Part. (See also Section 21B-25 of the School Code.) This regulation shall apply only to those individuals serving as department chairs first assigned to this position on or after September 1, 1978 and individuals holding a teacher leader endorsement issued in accordance with 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).
- c) Divided Service

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) An administrator, i.e., a superintendent or principal, may serve in two professional capacities provided that full-time equivalency results in a maximum of one full-time position.
- 2) In school districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach (up to ½ day).

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

- a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.
- b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on line, or from other external sources, that can be disseminated to other schools within the State.
- c) Every school district shall:
 - 1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.
 - 2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions and socio-economic backgrounds.
- d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
- e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting and

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

evaluating supervisory and inservice programs.

- f) Sections 10-19, 18-8.05, 18-12, and 18-12.5 of the School Code [105 ILCS 5/10-19, 18-8.05, 18-12, and 18-12.5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.
- 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its facilities are inadequate to house a program offering five clock-hours daily to all students.
- A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.
- B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.
- C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B).
- D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

average daily attendance.

- 2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count these students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.
- 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
 - A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.
 - B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
 - C) All teachers hold educator licenses that are registered with the regional superintendent of schools for their county of employment. Other than substitute teachers, licensure appropriate to the grade level and subject areas of instruction is held by all teachers.
- 4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident. In addition, the certification submitted for reasons of a public health emergency under Section 18-12.5 of the School Code shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:
 - A) the name of the building that is being recommended for closure;

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) the specific public health emergency that warrants the closure; and
 - C) the anticipated building closure dates recommended by the health department.
- 5) Attendance for General State Aid Purposes
- A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.
 - B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.
 - C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.
 - D) For the purposes of determining average daily attendance for General State Aid under Section 10-29 of the School Code [105 ILCS 5/10-29], a school district operating a remote educational program shall document the clock hours of instruction for each

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

student, and make available to the State Superintendent of Education or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code [105 ILCS 5/18-8.05(F)(2)(j)].

- g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).
- h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).
 - 1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.
 - 2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.
 - A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.
 - B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

district regardless of the amount of time they attend school.

- C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.
- 3) Each school district offering a kindergarten program, whether full-day or half-day, shall administer the Illinois Kindergarten Individual Development Survey (KIDS) annually to each student enrolled in kindergarten, except as otherwise provided under this subsection (h)(3). A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of the test administration or access to professional development for teachers and administrators.
- A) For the purpose of this subsection (h)(3), "measure of school readiness" addresses, at a minimum, the five essential school readiness domains of:
 - i) language and literacy development;
 - ii) cognition and general knowledge (to at least include mathematics);
 - iii) approaches toward learning;
 - iv) physical well-being and motor development; and
 - v) social and emotional development.
 - B) Each school district shall report electronically the results of the observations conducted and evidence collected as part of KIDS twice each school year (i.e., 40 days after the start of the school year and 170 days after the start of the school year). The data required under this subsection (h)(3)(B) shall be reported for any student who was enrolled in a kindergarten classroom at least 30 days before the date on which the data is required to be reported.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) By October 15, 2015, each school district shall provide to the State Superintendent of Education, using a form prescribed for this purpose, the information required under this subsection (h)(3)(C).
- i) The name, title, email address and telephone number for the administrator who the school district designates to serve as the KIDS coordinator. The person so designated shall hold a professional educator license endorsed in an administrative field pursuant to 23 Ill. Adm. Code 25.Subpart E (Requirements for Licensure of Administrative and Supervisory Staff) or for supervision pursuant to 23 Ill. Adm. Code 25.497 (Supervisory Endorsements).
 - ii) The current status of the school district's implementation of KIDS, as applicable.
 - iii) Information regarding the school district's use of assessments other than KIDS on a districtwide basis that measure school readiness, as that term is defined in subsection (h)(3)(A).
- D) Each KIDS coordinator designated under subsection (h)(3)(C) shall participate in a KIDS orientation training sponsored by the State Board of Education during the 2015-16 school year.
- E) For the 2016-17 school year only, a school district may choose to conduct a limited implementation of KIDS or a full implementation of KIDS. A school district choosing to conduct a limited implementation shall notify the State Superintendent of its intent by May 1, 2016. School districts that fail to submit the required notification by May 1, 2016 shall fully implement KIDS, as required under subsection (h)(3)(F). For the purposes of this subsection (h)(3)(E), "limited implementation" shall be either:
- i) reporting the data required under subsection (h)(3)(B) for each student enrolled in kindergarten that at least addresses the domains of social and emotional development, language and literacy development, cognitive development for

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

mathematics and, additionally for English learners, English language development; or

- ii) reporting the data required under subsection (h)(3)(B) for at least 30 percent of students enrolled in each kindergarten classroom for each domain listed in subsection (h)(3)(A) and, additionally for English learners, English language development.

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

i) Career Education

- 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.
- 2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

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

k) Consumer Education and Protection

- 1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code [105 ILCS 5/27-12.1].
- 2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

consumer education prior to the completion of grade 12. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

- 3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12.
 - 4) Teachers instructing in consumer education courses shall hold educator licensure valid for the grade levels taught and have completed at least three semester hours in consumer education courses.
- l) Conservation of Natural Resources
Each district shall provide instruction on *current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).
 - 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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.
- 2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code [105 ILCS 5/27-9.1 and 27-9.2].
- o) Library Media Programs
Each school district shall provide a program of library media services for the students in each of its schools. Each district's program shall meet the requirements of this subsection (o).
- 1) General
The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. A district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 and who is acting on behalf of the school district.
- 2) Financial Resources
Each district's annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students' needs through alternate means that the district has determined are adequate in light of local circumstances.
- 3) Facilities
If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom collections have been established instead, the district shall ensure that

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

equitable access to library media resources is made available to students in all the grade levels served. If students' only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students' regular schedules include time for this purpose.

- 4) Staff
- Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. Each district shall assign responsibility for overall direction of its program of library media services to an employee who holds a professional educator license endorsed for a teaching or an administrative field. Except as otherwise provided in subsection (o)(4)(A), the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 unless he or she meets the requirements of that Section.
- A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:
- i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or
 - ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians' organization; or
 - iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.
- B) A district that is otherwise unable to fulfill the requirements of this

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

p) Physical Education

~~1) Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by Section 27-6 of the School Code [105 ILCS 5/27-6]. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.~~

- ~~2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.~~
- ~~3) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.~~
- ~~4) *The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).*~~
- ~~5) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act of 1987 [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).*~~
- ~~6) Pursuant to Section 27-6 of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education.~~

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) ~~Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem "appropriate" for this purpose, which shall include, but need not be limited to, reliance upon religious prohibitions.~~
- B) ~~A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district, except as otherwise authorized under Section 27-6(b) of the School Code.~~
- C) ~~For each type of excuse that will be considered "appropriate", the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.~~
- 7) ~~In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.~~
- q) **School Support Personnel Services**
To assure provision of School Support Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:
- 1) Guidance and Counseling Needs;
 - 2) Psychological Needs;
 - 3) Social Work Needs;
 - 4) Health Needs.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- r) Social Sciences and History
Each school system shall provide history and social sciences courses that do the following:
- 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in the world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);
 - 2) *include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State* (Section 27-21 of the School Code);
 - 3) *include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system* (Section 27-21 of the School Code);
 - 4) *include the study of that period in world history known as the Holocaust* (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);
 - 5) *include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles* (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]);
 - 6) *include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment* (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]); and
 - 7) *include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression* (Section 27-21 of the School Code).
- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous career and technical education courses and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. The eye

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

protective devices shall meet the nationally accepted standards set forth in "American National Standard Practice for Occupational and Educational Personal Eye and Face Protection Devices", ANSI/ISEA Z87.1-2010, issued by the American National Standards Institute, Inc., 1899 L Street, NW, 11th Floor, Washington, D.C. 20036. No later editions or amendments to these standards are incorporated.

- t) Each school district shall provide instruction as required by Sections 27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8 of the School Code [105 ILCS 5/27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8].

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

Section 1.425 Additional Criteria for Physical Education

The requirements of this Section apply to a school's provision of physical education required under Section 27-6 of the School Code.

- a) There shall be a definite school policy regarding credit earned each semester in physical education, with provisions for allowable variables in special cases.
- b) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.
- c) *The physical education and training course offered in grades 5 through 10 may include health education* (Section 27-5 of the School Code [105 ILCS 5/27-5]).
- d) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act of 1987 [225 ILCS 60], prevents their participation in the courses provided for normal children* (Section 27-6 of the School Code).
- e) Pursuant to Section 27-6(a) of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem "appropriate" for this purpose, which shall include, but not be limited to, reliance upon religious prohibitions.
 - 2) A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district, except as otherwise authorized under Section 27-6(b) of the School Code.
 - 3) For each type of excuse that will be considered "appropriate", the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.
- f) Pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 (or grades 3 through 12 for a student eligible for special education) from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.
- g) Assessment and Reporting
In accordance with Section 27-6.5 of the School Code [105 ILCS 5/27-6.5), each school shall use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 and periodically report fitness information to the State Board of Education to assess student fitness indicators.
- 1) For the purposes of this subsection (g), each school shall administer the Fitnessgram (<http://www.fitnessgram.net/>) to students in grades 3 through 12 (except as noted in subsection (g)(1)(A)) for the components and using the test items listed in subsections (g)(1)(A) through (g)(1)(D). Beginning in school year 2016-17, the Fitnessgram shall be administered at least annually in the second semester of the school year; however, schools also are encouraged to administer the assessment at the start of the school year in order to receive pre- and post-results.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) Aerobic Capacity, grades 4 through 12, either the PACER test or the Mile Run test.
 - B) Flexibility, either the Back-Saver Sit and Reach test or the Trunk Lift test.
 - C) Muscular Endurance, the Curl-up test.
 - D) Muscular Strength, the Push-up test.
- 2) As applicable, a school shall use the methodologies of the Brockport Physical Fitness Testing accessible at <http://www.pyfp.org/assessment/free-materials.shtml> to meet the requirements of this subsection (g) for any student with disabilities whose Individualized Education Program (IEP) identifies the Fitnessgram as not appropriate.
- 3) In order to ensure that the Fitnessgram and Brockport protocols are followed, school personnel administering the assessments shall participate in training related to the proper administration and scoring of the assessment by reviewing the chapters of the Fitnessgram Test Administration Manual titled "Test Administration", "Aerobic Capacity", and "Muscular Strength, Endurance and Flexibility" and, if applicable, the Brockport Physical Fitness Test Manual for students with disabilities, which are accessible at <http://www.pyfp.org/assessment/free-materials.shtml>. Each school district shall maintain evidence of an individual's successful completion of the training and make it available to the State Board of Education upon request.
- 4) *Fitness scores shall not be used for grading students or evaluating teachers under the provisions of Article 24A of the School Code (Section 27-6.5(b) of the School Code).*
- 5) Each school district shall annually report aggregate data regarding the total number of students whose fitness results for each of the components listed in subsection (g)(1) were identified as meeting the "healthy fitness zone" or as "needs improvement zone".

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) Data shall be submitted electronically to the State Board of Education no later than May 1 of each school year, beginning in school year 2016-17, using the Illinois State Board of Education Web Application Security System (IWAS).
- B) Data shall be reported for students in grades 5, 7 and 10 only and include:
- i) the total number of students tested by grade and gender;
 - ii) the total number of students achieving at the "healthy fitness zone" by grade and gender; and
 - iii) the total number of students identified as "needs improvement zone" by grade and gender.
- h) Each school district shall establish procedures and protocols to ensure the confidentiality of individual student assessment results consistent with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (20 USC 1232g).

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

SUBPART E: SUPPORT SERVICES

Section 1.530 Health Services

- a) Each school shall maintain records for each student that reflect compliance with the examinations and immunizations prescribed by Section 27-8.1 of the School Code and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child Health Examination Code). The information relative to examinations and immunizations shall be placed in the student permanent record in accordance with 23 Ill. Adm. Code 375 (Student Records).
- 1) School districts shall, by November 15 of each school year, report to the State Superintendent of Education the number of students who have received the necessary health examinations and immunizations, the number of students who are not exempt and have not received the

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

necessary health examinations and immunizations, and the number of students exempt from the health examination and immunization requirements for religious or medical reasons, in the manner prescribed by the State Superintendent.

- 2) Any school district that, for two years in a row and in any combination, either fails to deliver its report to the State Superintendent of Education by November 15 or delivers a report that does not comply with the percentage requirements of Section 27-8.1 of the School Code shall be issued a Notice of Non-Compliance. Unless, within seven school days after the mailing of the notice, the district presents written evidence to the State Superintendent that it has delivered the report required by Section 27-8.1 and the report complies with the percentage requirements of that Section, the State Superintendent shall reduce by 10 percent each subsequent payment to the district of General State Aid funds under Section 18-8.05 of the School Code, provided that all amounts withheld shall be restored to the district after compliance is documented. The reduction in the district's General State Aid payments shall commence on January 1 and shall occur semi-monthly thereafter, provided that all amounts withheld shall be restored to the district after compliance is documented.
- b) Students participating in interscholastic athletics shall have an annual physical examination.
- 1) A district shall include as *part of any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parents or guardian to sign before participating in practice or interscholastic competition* information relative to the school board's adopted concussion and head injury policy. (See 105 ILCS 5/10-20.54 and 34-18.46.)
 - 2) A district shall ensure that each student athlete and his or her parent or guardian receive and read information relative to concussions that meets the requirements of Section 22-80 of the School Code [105 ILCS 5/22-80]. A student shall *not participate in an interscholastic athletic activity for a school year until he or she and his or her parent or guardian, or another person with legal authority to make medical decisions for the student, acknowledge by written signature the receipt and review of this information.* (Section 22-80(e) of the School Code)

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Each district shall adopt an emergency procedure to be followed in cases of injury to or sudden illness of students and/or staff, [which shall include policy and procedures relative to student athletes that meet the requirements of Section 22-80 of the School Code.](#)

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

SUBPART G: STAFF QUALIFICATIONS

Section 1.705 Requirements for Supervisory and Administrative Staff

Requirements for the receipt of the endorsements specified in this Section shall be as set forth in 23 Ill. Adm. Code 25 (Educator Licensure).

- a) Each district superintendent shall hold a professional educator license with a superintendent endorsement.
- b) Each principal or assistant principal shall hold a professional educator license with a general administrative or principal or superintendent endorsement, except that a head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/10-21.4a] shall hold a professional educator license endorsed for supervision.
- c) Each assistant superintendent shall hold a professional educator license with a general administrative, principal, director of special education or superintendent endorsement.
- d) Each general administrator (e.g., director, assistant director, coordinator or general supervisor) in general education shall hold a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement.
- e) Each head of a general education department or supervisor for a specific subject shall hold either:
- 1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement or teacher leader

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement); or

- 2) a professional educator license endorsed for supervision in the area supervised (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).
- f) Each supervisory dean shall hold a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement, or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).
- g) Each dean of students shall hold:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed in a teaching field (and for supervision if the holder suspends students pursuant to Section 10-22.6 of the School Code); or
 - 3) a professional educator license endorsed in a school support personnel field other than school nursing (and for supervision if the holder disciplines or suspends students).
- h) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified) and hold a professional educator license endorsed for director of special education in accordance with 23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education).
- i) Each special education supervisor shall hold either:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement and teaching qualifications in each area supervised; or
 - 2) a professional educator license endorsed for each area supervised and for supervision (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- j) Each supervisor of more than one school support personnel area shall hold either:
 - 1) a professional educator license and a general administrative, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed for school support personnel and supervision in each field supervised.
- k) Each supervisor of one school support personnel area shall hold:
 - 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed for school support personnel in the field supervised and for supervision; or
 - 3) a professional educator license endorsed for speech-language pathology teaching and for supervision (if applicable).
- l) Each director of an area vocational center and each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold a professional educator license with a general administrative, principal or superintendent endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.
- m) Each supervisor of one field in career and technical education shall hold either:
 - 1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or
 - 2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a professional educator license with a supervisory endorsement.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- n) Each administrator in a bilingual education program shall hold a valid professional educator license with a general administrative, principal, superintendent or supervisory endorsement issued in accordance with the applicable provisions of 23 Ill. Adm. Code 25 and this Part and meet the applicable requirements of Section 1.783 of this Part.
- o) Each chief school business official shall hold a professional educator license with a chief school business official endorsement or an educator license with stipulations with a chief school business official endorsement.

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 1.APPENDIX A Professional Staff Educator Licensure

Types of Licenses and Endorsements

The following list identifies the educator licenses that, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools and the endorsements that are available on each of those licenses.

Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Professional Educator License				
Elementary (No longer issued after August 31, 2018)	K-9	03	5	21B-20; 21B-25
Elementary (Beginning September 1, 2017)	1-6	03	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6))
Elementary with National Board of Professional Teaching Standards (NBPTS) Master Teacher Designation	K-9 or 1-6	03	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Early Childhood (No longer issued after August 31, 2020)	Generally Birth-Grade 3 (as endorsed)	04	5	21B-20; 21B-25
Early Childhood (Beginning September 1, 2017)	Generally Birth-Grade 2 (as endorsed)	04	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.96 (Endorsement for Early Childhood Education (Birth through Grade 2))

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Early Childhood with NBPTS Designation	Generally Birth-Grade 3 (as endorsed)	04	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Middle School (No longer issued after January 31, 2018)	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades)
Middle Grades (Beginning February 1, 2018)	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8))
Secondary	6-12	09	5	21B-20; 21B-25
Secondary with NBPTS Designation	6-12	09	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Special K-12	K-12 Field Endorsed	10	5	21B-20; 21B-25
Special K-12 with NBPTS Designation	K-12 Field Endorsed	10	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Special Preschool-Age 2	Generally Birth-Age 21	10	5	21B-20; 21B-25
Special Preschool-Age 2 with NBPTS Designation	Generally Birth-Age 21	10	For the validity period of the NBPTS certification.	21B-20; 21B-25; 21B-65
General Administrative (No longer issued after June 30, 2016 August 31, 2014)	PreK-12	75	5	21B-25(2)(A); 23 Ill. Adm. Code 25.335

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Principal	PreK-12	75	5	21B-20; 21B-25(2)(B); 23 Ill. Adm. Code 25.337
Superintendent	PreK-12	75	5	21B-20; 21B-25(2)(D); 23 Ill. Adm. Code 25.360
Chief School Business Official <u>on a Professional Educator License</u>	PreK-12	75	5	21B-20; 21B-25(2)(C); 23 Ill. Adm. Code 25.345 (<u>Endorsement for Chief School Business Official</u>)
<u>Chief School Business Official on an Educator License with Stipulations</u>	<u>PreK-12</u>	<u>None</u>	<u>5</u>	<u>21B-20(2)(K); 23 Ill. Adm. Code 25.345</u>
Director of Special Education	PreK-12	75	5	23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education)
Supervisory	PreK-12	None	5	23 Ill. Adm. Code 25.497 (Supervisory Endorsements)
Teacher Leader	PreK-12	None	5	21B-20; 21B-25(2)(E); 23 Ill. Adm. Code 25.32 (<u>Teacher Leader Endorsement (Beginning September 1, 2012)</u>)
Special Education	K-12 Field Endorsed	None	5	21B-20; 21B-25(2)(F); 23 Ill. Adm. Code 25.43
School Support Personnel	Generally Birth-Age 21; Area of Service Endorsed	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (<u>School Support Personnel</u>)

Educator License with Stipulations

Provisional Educator – Early Childhood	Generally Birth- Grade 3	05	2 (No renewals)	21B-20(2)(A)
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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

	(as endorsed)			
Alternative Provisional Educator – Early Childhood	Generally Birth-Grade 3 (as endorsed)	43 or 44	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60 (Alternative Educator Licensure Program for Teachers)
Alternative Provisional Educator – Elementary	K-9 or 1-6	22 or 23	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Alternative Provisional Educator – Secondary	9-12	24 or 25	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Alternative Provisional Superintendent (Beginning January 1, 2013)	All	26	2 (No renewals)	21B-20(2)(C); 23 Ill. Adm. Code 25.311 (Alternative Route to Superintendent Endorsement)
Alternative Provisional Educator – Special	K-12 Field Endorsed	27	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Transitional Bilingual Educator	PreK-12 Language Endorsed	29	5 (No renewals)	21B-20(2)(G); 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator)
Provisional Educator – Elementary	K-9 or 1-6	30	2 (No renewals)	21B-20(2)(A)

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Provisional Educator – Middle Grades	5-8	Not applicable	2 (No renewals)	21B-20(2)(A)
Provisional Educator – Secondary	6-12	31	2 (No renewals)	21B-20(2)(A)
Provisional Educator – Special	K-12 Field Endorsed	33	2 (No renewals)	21B-20(2)(A)
Career and Technical Educator	7-12 Field Endorsed **	35	5	21B-20(2)(E); 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator)
Provisional Career and Technical Educator	11-12 Field Endorsed ***	36	5 (Renewable for one 5-year period)	21B-20(2)(F); 23 Ill. Adm. Code 25.72 (Endorsement for Provisional Career and Technical Educator)
Part-Time Provisional Career and Technical Educator	6-12	40	5 (Renewable for one 5-year period)	21B-20(2)(F); 23 Ill. Adm. Code 25.80 (Endorsement for Part-time Provisional Career and Technical Educator)
Visiting International Educator – Special	K-12	50	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92 (Endorsement for Visiting International Educator)
Visiting International Educator – Elementary	K-9	53	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Visiting International Educator – Early Childhood	Birth-Grade 3	54	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Visiting International Educator – Secondary	9-12	59	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Provisional Educator – School Support Personnel	Generally Birth-Age 21 Area of	74	2 (No renewals)	21B-20(2)(A)

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

	Service Endorsed			
Provisional Administrative (Does not include principal or assistant principal)	K-12	76	2 (No renewals)	21B-20(2)(A)
Resident Teacher – Special****	K-12	80	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Elementary****	K-9	83	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Early Childhood****	Birth-Grade 3	84	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Secondary****	6-12	89	4 (No renewals)	21B-20(2)(D)

Substitute License				
None	All	39	5	21B-20(3)

- * If endorsed for teaching, valid for subjects for which the individual is assignable under Section 1.710, 1.720, 1.737, 1.745 or 1.755.
- ** Valid in approved programs of career and technical education (CTE), for "skill-level" instruction in grades 11 and 12 in the field of specialization and for "orientation-level" instruction in grades 9 and 10 in the field of career and technical education endorsement to which the specialization belongs. Provided that the license holder is employed to teach in any of grades 9 through 12 in the field of specialization, the educator license is also valid for exploratory career and technical education courses in grades 7 and 8 in that field of endorsement.
- *** Valid only in approved CTE programs for "skill-level" instruction in grades 11 and 12 in the field of specialization.
- **** The resident teacher endorsement on the educator license with stipulations will no longer be valid after June 30, 2017. (See Section 21B-20(2)(D) of the School Code.)

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 1.APPENDIX D State Goals for Learning

The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The State Assessment and the Illinois Kindergarten Individual Development Survey are designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

**ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

The science goals and standards set forth below shall be applicable through the 2015-16 school year. Beginning in the 2016-17 school year, there are no State Goals for Learning in this area and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at <http://www.nextgenscience.org/>. No later amendments to or editions of these standards are incorporated by this Section.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

SOCIAL SCIENCE

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

Through the 2016-17 School Year

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

Standards:

Understand and explain basic principles of the United States government.

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

Understand election processes and responsibilities of citizens.

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

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

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

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

Standards:

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

Understand that scarcity necessitates choices by consumers.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Understand trade as an exchange of goods or services.

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

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

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

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

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

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

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

Standards:

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

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

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Standards:

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

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

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

Standards Beginning in the 2017-18 School Year

Inquiry Standards

Kindergarten and Grades 1 and 2

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

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

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

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

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

Grades 3 through 5

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

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

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

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

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

Grades 6-8

Create essential questions to help guide inquiry about a topic.

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

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

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

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

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

Appropriately cite all the sources used.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

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

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

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

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

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

Grades 9-12

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

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Civics StandardsKindergarten

Describe roles and responsibilities of people in authority.

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

Grade 1

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

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

Grade 2

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

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

Grade 3

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Grade 4

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

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

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

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

Grade 5

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

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

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

Explain how policies are developed to address public problems.

Grades 6-8

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Grades 9-12

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

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

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

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

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

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

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

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

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

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

Economic StandardsKindergarten

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Grade 1

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

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

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

Grade 2

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

Explain the role of money in making exchange easier.

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

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

Grade 3

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

Generate examples of the goods and services that governments provide.

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

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

Grade 4

Explain how profits reward and influence sellers.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

Grade 5

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

Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

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

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

Grades 6-8

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

Explain how external benefits and costs influence choices.

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Explain why standards of living increase as productivity improves.

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

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

Grades 9-12

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

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

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

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

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

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

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

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

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

Evaluate risks and rates of return of diversified investments.

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

Geography StandardsKindergarten

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

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

Grade 1

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

Grade 2

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

Grade 3

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

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

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

Grade 4

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

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

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

Grade 5

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

Grades 6-8

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

Explain how humans and their environment affect one another.

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

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

Explain how environmental characteristics affect human migration and settlement.

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

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

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

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

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

Grades 9-12

Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

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

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

Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics and migration.

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

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

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

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

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

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

History StandardsKindergarten

Compare life in the past to life today.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Grade 1

Create a chronological sequence of multiple events.

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

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

Grade 2

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

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

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

Grade 3

Create and use a chronological sequence of events.

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

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

Grade 4

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

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

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

Grade 5

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

Grades 6-8

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

Analyze connections among events and developments in broader historical contexts.

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

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

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

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

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Explain multiple causes and effects of historical events.

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

Organize applicable evidence into a coherent argument about the past.

Grades 9-12

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

Analyze change and continuity within and across historical eras.

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

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

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

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

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

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

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

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

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

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

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

Psychology Standards

Identify scientific methodologies utilized in psychological research.

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

Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

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

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Apply psychological knowledge to one's daily life.

Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

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

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

Hypothesize how primary agents of socialization influence the individual.

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

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

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

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and movement patterns.

Analyze various movement concepts and applications.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Demonstrate knowledge of rules, safety and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

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

State Goal 21: Develop skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

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

Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.

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

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families and communities.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

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

Standards:

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

Apply decision-making skills related to the protection and promotion of individual, family and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

State Goal 25: Know the language of the arts.

Standards:

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

Standards:

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

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

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

Standards:

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

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

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

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- 1) Heading of the Part: Processing, Classification Policies and Review Criteria
- 2) Code Citation: 77 Ill. Adm. Code 1110
- 3) Section Number: 1110.1540 Adopted Action: Amendment
- 4) Statutory Authority: Illinois Health Facilities Planning Act [20 ILCS 3960/12]
- 5) Effective Date of Rule: October 2, 2015
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this rulemaking contain incorporations by reference? No
- 8) A copy of the adopted rule, including any material incorporated by reference, is on file in the Agency's principal office and is available for public inspection.
- 9) Notice of Proposed Rulemaking published in the *Illinois Register*: 39 Ill. Reg. 5540; April 17, 2015
- 10) Has JCAR issued a Statement of Objection to this rulemaking? No
- 11) Differences between Proposal and Final Version: None
- 12) Have all the changes agreed upon by the Agency and JCAR been made as indicated in the agreements issued by JCAR? No changes were made.
- 13) Will this rulemaking replace an emergency rule currently in effect? No
- 14) Are there any rulemakings pending on this Part? No
- 15) Summary and Purpose of Rulemaking: Section 1110.1540 is amended to clarify that facilities devoted to abortion and related care are not subject to Health Facilities and Services Review Board rules for non-hospital-based ambulatory surgical treatment centers.
- 16) Information and questions regarding this adopted rule shall be directed to:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

Jeannie Mitchell
Assistant General Counsel
Health Facilities and Services Review Board
69 W. Washington Street, Suite 3501
Chicago IL 60602

312/814-6226
Jeannie.Mitchell@illinois.gov

The full text of the Adopted Amendment begins on the next page:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

TITLE 77: PUBLIC HEALTH

CHAPTER II: HEALTH FACILITIES AND SERVICES REVIEW BOARD

SUBCHAPTER a: ILLINOIS HEALTH CARE FACILITIES PLAN

PART 1110

PROCESSING, CLASSIFICATION POLICIES AND REVIEW CRITERIA

SUBPART A: GENERAL APPLICABILITY AND PROJECT CLASSIFICATION

Section

- 1110.10 Introduction and Applicability
- 1110.20 Projects Required to Obtain a Permit (Repealed)
- 1110.30 Processing and Reviewing Applications (Repealed)
- 1110.40 Classification of Projects
- 1110.50 Recognition of Services which Existed Prior to Permit Requirements (Repealed)
- 1110.55 Recognition of Non-hospital Based Ambulatory Surgery Category of Service (Repealed)
- 1110.60 Master Design Projects (Repealed)
- 1110.65 Master Plan or Capital Budget Projects (Repealed)

SUBPART B: REVIEW CRITERIA – DISCONTINUATION

Section

- 1110.110 Introduction (Repealed)
- 1110.120 Discontinuation – Definition (Repealed)
- 1110.130 Discontinuation – Review Criteria

SUBPART C: GENERAL PURPOSE AND FACILITY CONVERSION –
INFORMATION REQUIREMENTS AND REVIEW CRITERIA

Section

- 1110.210 Introduction
- 1110.220 Definitions – General Review Criteria (Repealed)
- 1110.230 Purpose of Project, Safety Net Impact Statement and Alternatives – Information Requirements
- 1110.234 Project Scope and Size, Utilization and Unfinished/Shell Space – Review Criteria
- 1110.235 Additional General Review Criteria for Master Design and Related Projects Only
- 1110.240 Changes of Ownership, Mergers and Consolidations

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

SUBPART D: REVIEW CRITERIA RELATING TO ALL PROJECTS
INVOLVING ESTABLISHMENT OF ADDITIONAL BEDS
OR SUBSTANTIAL CHANGE IN BED CAPACITY

Section

- 1110.310 Introduction (Repealed)
- 1110.320 Bed Related Review Criteria (Repealed)

SUBPART E: MODERNIZATION REVIEW CRITERIA

Section

- 1110.410 Introduction (Repealed)
- 1110.420 Modernization Review Criteria (Repealed)

SUBPART F: CATEGORY OF SERVICE REVIEW CRITERIA –
MEDICAL/SURGICAL, OBSTETRIC, PEDIATRIC AND INTENSIVE CARE

Section

- 1110.510 Introduction (Repealed)
- 1110.520 Medical/Surgical, Obstetric, Pediatric and Intensive Care – Definitions (Repealed)
- 1110.530 Medical/Surgical, Obstetric, Pediatric and Intensive Care – Review Criteria

SUBPART G: CATEGORY OF SERVICE REVIEW CRITERIA –
COMPREHENSIVE PHYSICAL REHABILITATION

Section

- 1110.610 Introduction (Repealed)
- 1110.620 Comprehensive Physical Rehabilitation – Definitions (Repealed)
- 1110.630 Comprehensive Physical Rehabilitation – Review Criteria

SUBPART H: CATEGORY OF SERVICE REVIEW CRITERIA –
ACUTE MENTAL ILLNESS AND CHRONIC MENTAL ILLNESS

Section

- 1110.710 Introduction (Repealed)
- 1110.720 Acute Mental Illness – Definitions (Repealed)
- 1110.730 Acute Mental Illness and Chronic Mental Illness – Review Criteria

SUBPART I: CATEGORY OF SERVICE REVIEW CRITERIA –

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

SUBSTANCE ABUSE/ADDICTION TREATMENT

Section

- 1110.810 Introduction (Repealed)
- 1110.820 Substance Abuse/Addiction Treatment – Definitions (Repealed)
- 1110.830 Substance Abuse/Addiction Treatment – Review Criteria (Repealed)

SUBPART J: CATEGORY OF SERVICE REVIEW CRITERIA –
NEONATAL INTENSIVE CARE

Section

- 1110.910 Introduction
- 1110.920 Neonatal Intensive Care – Definitions
- 1110.930 Neonatal Intensive Care – Review Criterion

SUBPART K: CATEGORY OF SERVICE REVIEW CRITERIA –
BURN TREATMENT

Section

- 1110.1010 Introduction (Repealed)
- 1110.1020 Burn Treatment – Definitions (Repealed)
- 1110.1030 Burn Treatment – Review Criteria (Repealed)

SUBPART L: CATEGORY OF SERVICE REVIEW CRITERIA –
THERAPEUTIC RADIOLOGY

Section

- 1110.1110 Introduction (Repealed)
- 1110.1120 Therapeutic Radiology – Definitions (Repealed)
- 1110.1130 Therapeutic Radiology – Review Criteria (Repealed)

SUBPART M: CATEGORY OF SERVICE REVIEW CRITERIA –
OPEN HEART SURGERY

Section

- 1110.1210 Introduction
- 1110.1220 Open Heart Surgery – Definitions
- 1110.1230 Open Heart Surgery – Review Criteria

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

SUBPART N: CATEGORY OF SERVICE REVIEW CRITERIA –
CARDIAC CATHETERIZATION

Section

- 1110.1310 Introduction
- 1110.1320 Cardiac Catheterization – Definitions
- 1110.1330 Cardiac Catheterization – Review Criteria

SUBPART O: CATEGORY OF SERVICE REVIEW CRITERIA –
IN-CENTER HEMODIALYSIS

Section

- 1110.1410 Introduction (Repealed)
- 1110.1420 Chronic Renal Dialysis – Definitions (Repealed)
- 1110.1430 In-Center Hemodialysis Projects – Review Criteria

SUBPART P: CATEGORY OF SERVICE REVIEW CRITERIA –
NON-HOSPITAL BASED AMBULATORY SURGICAL TREATMENT CENTER SERVICES

Section

- 1110.1510 Introduction (Repealed)
- 1110.1520 Non-Hospital Based Ambulatory Surgery – Definitions (Repealed)
- 1110.1530 Non-Hospital Based Ambulatory Surgical Treatment Center Services – Projects
Not Subject to This Part
- 1110.1535 Recognition of Non-Hospital Based Ambulatory Surgical Treatment Center
(ASTC) Services
- 1110.1540 Non-Hospital Based Ambulatory Surgical Treatment Center Services – Review
Criteria

SUBPART Q: CATEGORY OF SERVICE REVIEW CRITERIA –
COMPUTER SYSTEMS

Section

- 1110.1610 Introduction (Repealed)
- 1110.1620 Computer Systems – Definitions (Repealed)
- 1110.1630 Computer Systems – Review Criteria (Repealed)

SUBPART R: CATEGORY OF SERVICE REVIEW CRITERIA –
GENERAL LONG TERM CARE

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

Section

- 1110.1710 Introduction (Repealed)
- 1110.1720 General Long Term Care – Definitions (Repealed)
- 1110.1730 General Long Term Care – Review Criteria (Repealed)

SUBPART S: CATEGORY OF SERVICE REVIEW CRITERIA –
SPECIALIZED LONG-TERM CARE

Section

- 1110.1810 Introduction (Repealed)
- 1110.1820 Specialized Long-Term Care – Definitions (Repealed)
- 1110.1830 Specialized Long-Term Care – Review Criteria (Repealed)

SUBPART T: CATEGORY OF SERVICE REVIEW CRITERIA –
INTRAOPERATIVE MAGNETIC RESONANCE IMAGING

Section

- 1110.1910 Introduction (Repealed)
- 1110.1920 Intraoperative Magnetic Resonance Imaging – Definitions (Repealed)
- 1110.1930 Intraoperative Magnetic Resonance Imaging – Review Criteria (Repealed)

SUBPART U: CATEGORY OF SERVICE REVIEW CRITERIA –
HIGH LINEAR ENERGY TRANSFER (L.E.T.)

Section

- 1110.2010 Introduction (Repealed)
- 1110.2020 High Linear Energy Transfer (L.E.T.) – Definitions (Repealed)
- 1110.2030 High Linear Energy Transfer (L.E.T.) – Review Criteria (Repealed)

SUBPART V: CATEGORY OF SERVICE REVIEW CRITERIA –
POSITRON EMISSION TOMOGRAPHIC SCANNING (P.E.T.)

Section

- 1110.2110 Introduction (Repealed)
- 1110.2120 Positron Emission Tomographic Scanning (P.E.T.) – Definitions (Repealed)
- 1110.2130 Positron Emission Tomographic Scanning (P.E.T.) – Review Criteria (Repealed)

SUBPART W: CATEGORY OF SERVICE REVIEW CRITERIA –

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

EXTRACORPOREAL SHOCK WAVE LITHOTRIPSY

Section

- 1110.2210 Introduction (Repealed)
- 1110.2220 Extracorporeal Shock Wave Lithotripsy – Definitions (Repealed)
- 1110.2230 Extracorporeal Shock Wave Lithotripsy – Review Criteria (Repealed)

SUBPART X: CATEGORY OF SERVICE REVIEW CRITERIA –
SELECTED ORGAN TRANSPLANTATION

Section

- 1110.2310 Introduction (Repealed)
- 1110.2320 Selected Organ Transplantation – Definitions (Repealed)
- 1110.2330 Selected Organ Transplantation – Review Criteria

SUBPART Y: CATEGORY OF SERVICE REVIEW CRITERIA –
KIDNEY TRANSPLANTATION

Section

- 1110.2410 Introduction (Repealed)
- 1110.2420 Kidney Transplantation – Definitions (Repealed)
- 1110.2430 Kidney Transplantation – Review Criteria

SUBPART Z: CATEGORY OF SERVICE REVIEW CRITERIA –
SUBACUTE CARE HOSPITAL MODEL

Section

- 1110.2510 Introduction
- 1110.2520 Subacute Care Hospital Model – Definitions (Repealed)
- 1110.2530 Subacute Care Hospital Model – Review Criteria
- 1110.2540 Subacute Care Hospital Model – HFSRB Review
- 1110.2550 Subacute Care Hospital Model – Project Completion

SUBPART AA: CATEGORY OF SERVICE REVIEW CRITERIA –
POSTSURGICAL RECOVERY CARE CENTER ALTERNATIVE HEALTH CARE MODEL

Section

- 1110.2610 Introduction
- 1110.2620 Postsurgical Recovery Care Center Alternative Health Care Model – Definitions

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- (Repealed)
- 1110.2630 Postsurgical Recovery Care Center Alternative Health Care Model – Review Criteria
- 1110.2640 Postsurgical Recovery Care Center Alternative Health Care Model – HFSRB Review
- 1110.2650 Postsurgical Recovery Care Center Alternative Health Care Model – Project Completion

SUBPART AB: CATEGORY OF SERVICE REVIEW CRITERIA –
CHILDREN'S COMMUNITY-BASED HEALTH CARE
CENTER ALTERNATIVE HEALTH CARE MODEL

Section

- 1110.2710 Introduction (Repealed)
- 1110.2720 Children's Respite Care Center Alternative Health Care Model – Definitions (Repealed)
- 1110.2730 Children's Community-Based Health Care Center Alternative Health Care Model – Review Criteria (Repealed)
- 1110.2740 Children's Community-Based Health Care Center Alternative Health Care Model – HFPB Review (Repealed)
- 1110.2750 Children's Community-Based Health Care Center Alternative Health Care Model – Project Completion (Repealed)

SUBPART AC: CATEGORY OF SERVICE REVIEW CRITERIA –
COMMUNITY-BASED RESIDENTIAL REHABILITATION CENTER
ALTERNATIVE HEALTH CARE MODEL

Section

- 1110.2810 Introduction
- 1110.2820 Community-Based Residential Rehabilitation Center Alternative Health Care Model - Definitions (Repealed)
- 1110.2830 Community-Based Residential Rehabilitation Center Alternative Health Care Model – Review Criteria
- 1110.2840 Community-Based Residential Rehabilitation Center Alternative Health Care Model – State Board Review
- 1110.2850 Community-Based Residential Rehabilitation Center Alternative Health Care Model – Project Completion

SUBPART AD: CATEGORY OF SERVICE REVIEW

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

CRITERIA – LONG TERM ACUTE CARE HOSPITAL BED PROJECTS

Section

1110.2930 Long Term Acute Care Hospital Bed Projects – Review Criteria

SUBPART AE: CLINICAL SERVICE AREAS OTHER THAN
CATEGORIES OF SERVICE – REVIEW CRITERIA

Section

1110.3030 Clinical Service Areas Other Than Categories of Service – Review Criteria

SUBPART AF: CATEGORY OF SERVICE REVIEW CRITERIA –
BIRTH CENTER – ALTERNATIVE HEALTH CARE MODEL

Section

1110.3110 Introduction

1110.3130 Birth Center – Alternative Health Care Model – Review Criteria

SUBPART AG: CATEGORY OF SERVICE REVIEW CRITERIA –

Section

1110.3210 Introduction

1110.3230 Freestanding Emergency Center Medical Services – Review Criteria

1110.APPENDIX A ASTC Services

1110.APPENDIX B State Guidelines – Square Footage and Utilization

1110.APPENDIX C Statutory Citations for All State and Federal Laws and Regulations
Referenced in Chapter 3

AUTHORITY: Authorized by Section 12 of, and implementing, the Illinois Health Facilities Planning Act [20 ILCS 3960].

SOURCE: Fourth Edition adopted at 3 Ill. Reg. 30, p. 194, effective July 28, 1979; amended at 4 Ill. Reg. 4, p. 129, effective January 11, 1980; amended at 5 Ill. Reg. 4895, effective April 22, 1981; amended at 5 Ill. Reg. 10297, effective September 30, 1981; amended at 6 Ill. Reg. 3079, effective March 8, 1982; emergency amendments at 6 Ill. Reg. 6895, effective May 20, 1982, for a maximum of 150 days; amended at 6 Ill. Reg. 11574, effective September 9, 1982; Fifth Edition adopted at 7 Ill. Reg. 5441, effective April 15, 1983; amended at 8 Ill. Reg. 1633, effective January 31, 1984; codified at 8 Ill. Reg. 18498; amended at 9 Ill. Reg. 3734, effective

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

March 6, 1985; amended at 11 Ill. Reg. 7333, effective April 1, 1987; amended at 12 Ill. Reg. 16099, effective September 21, 1988; amended at 13 Ill. Reg. 16078, effective September 29, 1989; emergency amendments at 16 Ill. Reg. 13159, effective August 4, 1992, for a maximum of 150 days; emergency expired January 1, 1993; amended at 16 Ill. Reg. 16108, effective October 2, 1992; amended at 17 Ill. Reg. 4453, effective March 24, 1993; amended at 18 Ill. Reg. 2993, effective February 10, 1994; amended at 18 Ill. Reg. 8455, effective July 1, 1994; amended at 19 Ill. Reg. 2991, effective March 1, 1995; emergency amendment at 19 Ill. Reg. 7981, effective May 31, 1995, for a maximum of 150 days; emergency expired October 27, 1995; emergency amendment at 19 Ill. Reg. 15273, effective October 20, 1995, for a maximum of 150 days; recodified from the Department of Public Health to the Health Facilities Planning Board at 20 Ill. Reg. 2600; amended at 20 Ill. Reg. 4734, effective March 22, 1996; amended at 20 Ill. Reg. 14785, effective November 15, 1996; amended at 23 Ill. Reg. 2987, effective March 15, 1999; amended at 24 Ill. Reg. 6075, effective April 7, 2000; amended at 25 Ill. Reg. 10806, effective August 24, 2001; amended at 27 Ill. Reg. 2916, effective February 21, 2003; amended at 32 Ill. Reg. 12332, effective July 18, 2008; amended at 33 Ill. Reg. 3312, effective February 6, 2009; amended at 34 Ill. Reg. 6121, effective April 13, 2010; amended at 35 Ill. Reg. 16989, effective October 7, 2011; amended at 36 Ill. Reg. 2569, effective January 31, 2012; amended at 38 Ill. Reg. 8861, effective April 15, 2014; amended at 39 Ill. Reg. 13659, effective October 2, 2015.

SUBPART P: CATEGORY OF SERVICE REVIEW CRITERIA –
NON-HOSPITAL BASED AMBULATORY SURGICAL TREATMENT CENTER SERVICES

**Section 1110.1540 Non-Hospital Based Ambulatory Surgical Treatment Center Services –
Review Criteria**

- a) Introduction
 - 1) *Ambulatory Surgical Treatment Centers required to be licensed pursuant to the Ambulatory Surgical Treatment Center Act [210 ILCS 5] are defined as healthcare facilities subject to the requirements of the Health Facilities Planning Act [20 ILCS 3960/3] and HFSRB rules (77 Ill. Adm. Code 1100, 1110, 1120 and 1130). Facilities devoted to abortion and related care, including those licensed as PSTCs under the ASTC Act are not subject to HFSRB rules related to Non-Hospital Based ASTCs. The addition of any other ASTC services (other than abortion-related services) will require a CON permit.*
 - 2) A permit is required for:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- A) the establishment of a new non-hospital based ambulatory surgical treatment center (ASTC); or
- B) the addition or establishment of a new ASTC service to an existing non-hospital based ASTC; or
- C) the increase or expansion of the number of surgical/treatment rooms for an existing ASTC service in a non-hospital based ASTC, if the total estimated project cost exceeds the capital expenditures minimum. The current threshold is posted on HFSRB's website (www.hfsrb.illinois.gov); or
- D) any action with a total estimated project cost that exceeds the capital expenditures minimum. The current threshold is determined under 77 Ill. Adm. Code 1130. Appendix A and posted on HFSRB's website (www.hfsrb.illinois.gov).
- 3) Applicants proposing to establish an ASTC or add or expand an ASTC service in an existing ASTC facility shall describe how the proposed project will address the following indicators of need, as presented in the following table:

PROJECT TYPE	REQUIRED REVIEW CRITERIA		
Establishment of ASTC Facility or Additional ASTC Service	(a)(5)(A) & (B)	–	Introduction – Identification of ASTC Service and # of Surgical/Treatment Rooms
	(b)(1) through (4)	–	Background of the Applicant
	(c)(2)(A) & (B)	–	Service to GSA Residents
	(d)(1) & (2) or (3)	–	Service Demand – Establishment
	(f) (1) & (2)	–	Treatment Room Need Assessment
	(g)	–	Service Accessibility

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

	(h)(1) through (3)	–	Unnecessary Duplication/Maldistribution
	(i)(1) & (2)	–	Staffing
	(j)	–	Charge Commitment
	(k)(1) & (2)	–	Assurances
Expansion of Existing ASTC Service	(a)(5)(A) & (B)	–	Introduction – Identification of ASTC Service and # of Surgical/Treatment Rooms
	(b)(1) through (4)	–	Background of the Applicant
	(c)(2)(A) & (B)	–	Service to GSA Residents
	(e)(1) through (3)	–	Service Demand – Expansion
	(f) (1) & (2)	–	Treatment Room Need Assessment
	(i)(1) & (2)	–	Staffing
	(j)	–	Charge Commitment
	(k)(1) & (2)	–	Assurances

- 4) In addition to addressing the applicable criteria listed in the chart in subsection (a)(4), the applicant shall indicate:
 - A) The existing and the proposed ASTC services as specified in Appendix A;
 - B) The existing and the proposed number of surgical/treatment rooms for each ASTC service as specified in Appendix A;
 - C) If an ASTC service is not specified in Appendix A, the applicant shall indicate the existing and proposed ASTC services, the existing and proposed number of surgical/treatment rooms, and the professional standards applicable to the proposed ASTC services.

- 5) Transition Period for Meeting Section 1110.1540 Requirements
 - A) Multi-specialty ASTCs that provided at least three of the ASTC services listed in appendix A prior to April 15, 2014, except those

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

ASTCs described in subsection (a)(5)(C), shall be exempt from this Section's CON application requirements for adding additional ASTC services until January 1, 2018.

- B) Effective April 15, 2014, multi-specialty ASTCs adding new services shall notify HFSRB of what services are being added and the effective date of those services. The notification of each new service added shall be submitted to HFSRB within 30 days after the service addition. Beginning January 1, 2018, multi-specialty ASTCs seeking to add additional ASTC services shall apply for a CON permit pursuant to the provisions of this Section.
 - C) Multi-specialty ASTCs that, as a condition of CON permit issuance, agreed to apply for CON permits when adding services shall continue to apply for CON permits when adding new services.
- 6) Sanctions and Penalties
Noncompliance with the requirements of Sections 1110.1535 through 1110.1540 shall be considered a violation and shall be subject to the sanctions and penalties in the Act (see 20 ILCS 3960/14.1) and in 77 Ill. Adm. Code 1130.790.
- b) Background of the Applicant – Review Criterion
The information requirements contained in this Section are applicable to all projects except projects that are solely for discontinuation. An applicant shall document the *qualifications, background, character and financial resources to adequately provide a proper service for the community* and also demonstrate that the project promotes the *orderly and economic development of health care facilities in the State of Illinois that avoids unnecessary duplication of facilities or service*. [20 ILCS 3960/2]
- 1) An applicant shall demonstrate that it is fit, willing and able, and *has the qualifications, background and character to adequately provide a proper standard of health care service for the community with particular regard to the qualification, background and character of the applicant* [20 ILCS 3960/6(d)]. In evaluating the qualifications, background and character of the applicant, HFSRB shall consider whether adverse action has been taken against the applicant, including corporate officers or directors, LLC

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

members, partners, and owners of at least 5% of the proposed healthcare facility, or against any health care facility owned or operated by the applicant, directly or indirectly, within three years preceding the filing of the application. A health care facility is considered "owned or operated" by every person or entity that owns, directly or indirectly, an ownership interest. If any person or entity owns any option to acquire stock, the stock shall be considered to be owned by that person or entity (see 77 Ill. Adm. Code 1100 and 1130 for definitions of terms such as "adverse action", "ownership interest" and "principal shareholder").

- 2) Examples of facilities owned or operated by an applicant include:
 - A) The applicant, Partnership ABC, owns 60% of the shares of Corporation XYZ, which manages the Good Care Nursing Home under a management agreement. The applicant, Partnership ABC, owns or operates Good Care Nursing Home.
 - B) The applicant, Healthy Hospital, a corporation, is a subsidiary of Universal Health, the parent corporation of Healthcenter Ambulatory Surgical Treatment Center (ASTC), its wholly-owned subsidiary. The applicant, Healthy Hospital, owns and operates Healthcenter ASTC.
 - C) Dr. Wellcare is the applicant. His wife is the director of a corporation that owns a hospital. The applicant, Dr. Wellcare, owns or operates the hospital.
 - D) Drs. Faith, Hope and Charity own 40%, 35% and 10%, respectively, of the shares of Healthfair, Inc., a corporation, that is the applicant. Dr. Charity owns 45% and Drs. Well and Care each own 25% of the shares of XYZ Nursing Home, Inc. The applicant, Healthfair, Inc., owns and operates XYZ Nursing Home, Inc.
- 3) The applicant shall submit the following information:
 - A) A listing of all health care facilities currently owned and/or operated by the applicant in Illinois or elsewhere, including licensing, certification and accreditation identification numbers, as applicable;

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- B) A listing of all health care facilities currently owned and/or operated in Illinois, by any corporate officers or directors, LLC members, partners, or owners of at least 5% of the proposed health care facility;
- C) A certified listing from the applicant of any adverse action taken against any facility owned and/or operated by the applicant during the three years prior to the filing of the application;
- D) A certified listing of each applicant, corporate officer or director, LLC member, partner and owner of at least 5% of the proposed facility, identifying those individuals that have been cited, arrested, taken into custody, charged with, indicted, convicted or tried for, or pled guilty to:
 - i) the commission of any felony or misdemeanor or violation of the law, except for minor parking violations; or
 - ii) has been the subject of any juvenile delinquency or youthful offender proceeding;
- E) Unless convictions have been expunged, all convictions shall be detailed in writing and any police or court records regarding any matters disclosed shall be submitted for HFSRB's consideration;
- F) A certified listing of each applicant, corporate officer or director, LLC member, partner and owner of at least 5% of the proposed facility who has been charged with fraudulent conduct or any act involving moral turpitude. Any such matter shall be disclosed in detail;
- G) A certified listing of each applicant, corporate officer or director, LLC member, partner and owner of at least 5% of the proposed facility who has any unsatisfied judgments against him or her;
- H) A certified listing of each applicant, corporate officer or director, LLC member, partner and owner of at least 5% of the proposed facility. Any matter shall be discussed in detail;

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- I) A certified listing of each applicant, corporate officer or director, LLC member, partner and owner of at least 5% of the proposed facility who is in default in the performance or discharge of any duty or obligation imposed by a judgment, decree, order, or directive of any court or governmental agency. Any matter shall be discussed in detail;
 - J) Authorization permitting HFSRB and IDPH-access to any documents necessary to verify the information submitted, including, but not limited to: official records of IDPH or other State agencies; the licensing or certification records of other states, when applicable; and the records of nationally recognized accreditation organizations. Failure to provide the authorization shall constitute an abandonment or withdrawal of the application without any further action by HFSRB.
- 4) If, during a given calendar year, an applicant submits more than one application for permit, the documentation provided with the prior applications may be utilized to fulfill the information requirements of this subsection (b). In these instances, the applicant shall attest that the information has been previously provided, cite the project number of the prior application, and certify that no changes have occurred regarding the information that has been previously provided. The applicant is able to submit amendments to previously submitted information, as needed to update and/or clarify data.
- 5) The documentation for the "Background of the Applicant" is required one time per application, regardless of the number of categories of service involved in a proposed project.
- c) Geographic Service Area Need – Review Criterion
The applicant shall document that the ASTC services and the number of surgical/treatment rooms to be established, added or expanded are necessary to serve the planning area's population, based on the following:
- 1) 77 Ill. Adm. Code 1100 (Formula Calculation)

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

As stated in 77 Ill. Adm. Code 1100, "No formula need determination for the number of ASTCs and the number of surgical/treatment rooms in a geographic service area has been established. Need shall be established pursuant to the applicable review criteria of 77 Ill. Adm. Code 1110."

2) Service to Geographic Service Area Residents

The applicant shall document that the primary purpose of the project will be to provide necessary health care to the residents of the geographic service area (GSA) in which the proposed project will be physically located.

A) The applicant shall provide a list of zip code areas (in total or in part) that comprise the GSA. The GSA is the area consisting of all zip code areas that are located within 45 minutes multi-directional travel time (under normal driving conditions) of the project's site.

B) The applicant shall provide patient origin information by zip code for all admissions for the last 12-month period, verifying that at least 50% of admissions were residents of the GSA. Patient origin information shall be based upon the patient's legal residence (other than a health care facility) for the last six months immediately prior to admission.

d) Service Demand – Establishment of an ASTC Facility or Additional ASTC Service

The applicant shall document that the proposed project is necessary to accommodate the service demand experienced annually by the applicant, over the latest two-year period, as evidenced by historical and projected referrals. The applicant shall document the information required by subsection (d)(1) and either subsection (d)(2) or (3):

1) Historical Referrals

The applicant shall provide physician referral letters that attest to the physician's total number of treatments (for each ASTC service that has been referred to existing IDPH-licensed ASTCs or hospitals located in the GSA during the 12-month period prior to submission of the application. The documentation of physician referrals shall include the following information:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- A) patient origin by zip code of residence;
 - B) name and specialty of referring physician;
 - C) name and location of the recipient hospital or ASTC; and
 - D) number of referrals to other facilities for each proposed ASTC service for each of the latest two years.
- 2) Projected Service Demand
The applicant shall provide the following documentation:
- A) Physician referral letters that attest to the physician's total number of patients (by zip code of residence) who have received care at existing IDPH-licensed ASTCs or hospitals located in the GSA during the 12-month period prior to submission of the application;
 - B) Documentation demonstrating that the projected patient volume, as evidenced by the physician referral letters, is from within the GSA defined under subsection (c)(2);
 - C) An estimated number of treatments the physician will refer annually to the applicant facility within a 24-month period after project completion. The anticipated number of referrals cannot exceed the physician's experienced caseload. The percentage of projected referrals used to justify the proposed establishment cannot exceed the historical percentage of applicant market share within a 24-month period after project completion;
 - D) Referrals to health care providers other than IDPH-licensed ASTCs or hospitals will not be included in determining projected patient volume;
 - E) Each physician referral letter shall contain the notarized signature, the typed or printed name, the office address, and the specialty of the physician; and

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- F) Verification by the physician that the patient referrals have not been used to support another pending or approved CON application for the subject services.
- 3) Projected Service Demand – Rapid Population Growth
If a projected demand for service is based upon rapid population growth in the applicant facility's existing market area (as experienced annually within the latest 24-month period), the projected service demand shall be determined as follows:
- A) The applicant shall define the facility's market area based upon historical patient origin data by zip code or census tract;
- B) Population projections shall be produced, using, as a base, the population census or estimate for the most recent year, for county, incorporated place, township or community area, by the U.S. Census Bureau or IDPH;
- C) Projections shall be for a maximum period of five years from the date the application is submitted;
- D) Historical data used to calculate projections shall be for a number of years no less than the number of years projected;
- E) Projections shall contain documentation of population changes in terms of births, deaths and net migration for a period of time equal to, or in excess of, the projection horizon;
- F) Projections shall be for total population and specified age groups or the applicant's market area, as defined by HFSRB, for each specialty in the application;
- G) Documentation on projection methodology, data sources, assumptions and special adjustments shall be submitted; and
- H) The applicant shall estimate the future demand for the number of treatments or procedures based upon population growth and no change in the facility's market share.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- e) Service Demand – Expansion of Existing ASTC Service
The number of surgical/treatment rooms to be added at an existing facility is necessary to reduce the facility's experienced high utilization and to meet a projected demand for service. The applicant shall document the information required by subsections (e)(1)(A) and (B) and either subsections (e)(2)(A) and (B) or (e)(3):
- 1) Historical Service Demand
 - A) The applicant shall document an average utilization rate that has equaled or exceeded the standards specified in 77 Ill. Adm. Code 1100 for existing surgical/treatment rooms for each of the latest two years.
 - B) If patients have been referred to other IDPH-licensed facilities in order to receive the subject services, the applicant shall provide documentation of the referrals, including: patient origin by zip code of residence; name and specialty of referring physician; and the name and location of the recipient hospital or ASTC, for each of the latest two years.
 - 2) Projected Service Demand – Projected Referrals
 - A) The applicant shall provide physician referral letters that attest to the physician's total number of patients (by zip code of residence) that have received treatments at existing IDPH-licensed facilities located in the GSA during the 12-month period prior to submission of the application, and an estimate of the number of patients that will be referred by the physician to the applicant's facility.
 - B) Each physician referral letter shall contain the notarized signature, the typed or printed name, the office address and the specialty of the physician. The anticipated number of referrals cannot exceed the physician's experienced caseload.
 - 3) Projected Service Demand – Rapid Population Growth
If a projected demand for service is based upon rapid population growth in the applicant facility's existing market area (as experienced annually

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

within the latest 24-month period), the projected service demand shall be determined as described in subsection (d)(3).

- f) Treatment Room Need Assessment – Review Criterion
- 1) The applicant shall document that the proposed number of surgical/treatment rooms for each ASTC service is necessary to service the projected patient volume. The number of rooms shall be justified based upon an annual minimum utilization of 1,500 hours of use per room, as established in 77 Ill. Adm. Code 1100.
 - 2) For each ASTC service, the applicant shall provide the number of patient treatments/sessions, the average time (including setup and cleanup time) per patient treatment/session, and the methodology used to establish the average time per patient treatment/session (e.g., experienced historical caseload data, industry norms or special studies).
- g) Service Accessibility
- The proposed ASTC services being established or added are necessary to improve access for residents of the GSA. The applicant shall document that at least one of the following conditions exists in the GSA:
- 1) There are no other IDPH-licensed ASTCs within the identified GSA of the proposed project;
 - 2) The other IDPH-licensed ASTC and hospital surgical/treatment rooms used for those ASTC services proposed by the project within the identified GSA are utilized at or above the utilization level specified in 77 Ill. Adm. Code 1100;
 - 3) The ASTC services or specific types of procedures or operations that are components of an ASTC service are not currently available in the GSA or that existing underutilized services in the GSA have restrictive admission policies;
 - 4) The proposed project is a cooperative venture sponsored by two or more persons, at least one of which operates an existing hospital. Documentation shall provide evidence that:

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- A) The existing hospital is currently providing outpatient services to the population of the subject GSA;
 - B) The existing hospital has sufficient historical workload to justify the number of surgical/treatment rooms at the existing hospital and at the proposed ASTC, based upon the treatment room utilization standard specified in 77 Ill. Adm. Code 1100;
 - C) The existing hospital agrees not to increase its surgical/treatment room capacity until the proposed project's surgical/treatment rooms are operating at or above the utilization rate specified in 77 Ill. Adm. Code 1100 for a period of at least 12 consecutive months; and
 - D) The proposed charges for comparable procedures at the ASTC will be lower than those of the existing hospital.
- h) Unnecessary Duplication/Maldistribution – Review Criterion
- 1) The applicant shall document that the project will not result in an unnecessary duplication. The applicant shall provide the following information for the proposed GSA zip code areas identified in subsection (c)(2)(A):
 - A) the total population of the GSA (based upon the most recent population numbers available for the State of Illinois); and
 - B) the names and locations of all existing or approved health care facilities located within the GSA that provide the ASTC services that are proposed by the project.
 - 2) The applicant shall document that the project will not result in maldistribution of services. Maldistribution exists when the GSA has an excess supply of facilities and ASTC services characterized by such factors as, but not limited to:
 - A) a ratio of surgical/treatment rooms to population that exceeds one and one-half times the State average;

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

- B) historical utilization (for the latest 12-month period prior to submission of the application) for existing surgical/treatment rooms for the ASTC services proposed by the project that are below the utilization standard specified in 77 Ill. Adm. Code 1100; or
 - C) insufficient population to provide the volume or caseload necessary to utilize the surgical/treatment rooms proposed by the project at or above utilization standards specified in 77 Ill. Adm. Code 1100.
- 3) The applicant shall document that, within 24 months after project completion, the proposed project:
- A) will not lower the utilization of other area providers below the utilization standards specified in 77 Ill. Adm. Code 1100; and
 - B) will not lower, to a further extent, the utilization of other GSA facilities that are currently (during the latest 12-month period) operating below the utilization standards.
- i) Staffing
- 1) Staffing Availability
The applicant shall document that relevant clinical and professional staffing needs for the proposed project were considered and that the staffing requirements of licensure and the Joint Commission or other nationally recognized accrediting bodies can be met. In addition, the applicant shall document that necessary staffing is available by providing letters of interest from prospective staff members, completed applications for employment, or a narrative explanation of how the proposed staffing will be achieved.
 - 2) Medical Director
It is recommended that the procedures to be performed for each ASTC service are under the direction of a physician who is board certified or board eligible by the appropriate professional standards organization or entity that credentials or certifies the health care worker for competency in that category of service.

HEALTH FACILITIES AND SERVICES REVIEW BOARD

NOTICE OF ADOPTED AMENDMENT

j) Charge Commitment

In order to meet the objectives of the Act, which are *to improve the financial ability of the public to obtain necessary health services; and to establish an orderly and comprehensive health care delivery system that will guarantee the availability of quality health care to the general public; and cost containment and support for safety net services must continue to be central tenets of the Certificate of Need process* [20 ILCS 3960/2], the applicant shall submit the following:

- 1) a statement of all charges, except for any professional fee (physician charge); and
- 2) a commitment that these charges will not be increased, at a minimum, for the first two years of operation unless a permit is first obtained pursuant to 77 Ill. Adm. Code 1130.310(a).

k) Assurances

- 1) The applicant shall attest that a peer review program exists or will be implemented that evaluates whether patient outcomes are consistent with quality standards established by professional organizations for the ASTC services, and if outcomes do not meet or exceed those standards, that a quality improvement plan will be initiated.
- 2) The applicant shall document that, in the second year of operation after the project completion date, the annual utilization of the surgical/treatment rooms will meet or exceed the utilization standard specified in 77 Ill. Adm. Code 1100. Documentation shall include, but not be limited to, historical utilization trends, population growth, expansion of professional staff or programs (demonstrated by signed contracts with additional physicians) and the provision of new procedures that would increase utilization.

(Source: Amended at 39 Ill. Reg. 13659, effective October 2, 2015)

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- 1) Heading of the Part: Medicaid Community Mental Health Services Program
- 2) Code Citation: 59 Ill. Adm. Code 132
- 3)

<u>Section Numbers:</u>	<u>Adopted Actions:</u>
132.10	Amendment
132.25	Amendment
132.148	Amendment
- 4) Statutory Authority: The Community Services Act [405 ILCS 30] and Section 15.3 of the Mental Health and Developmental Disabilities Administrative Act [20 ILCS 1705/15.3]
- 5) Effective Date of Rules: October 1, 2015
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this rulemaking contain incorporations by reference? Yes
- 8) A copy of the adopted rules, including any material incorporated by reference, is on file in the Agency's principal office and is available for public inspection.
- 9) Notice of Proposal published in the *Illinois Register*: June 5, 2015; 39 Ill. Reg. 7763
- 10) Has JCAR issued a Statement of Objection to this rulemaking? No
- 11) Differences between Proposal and Final Version: No substantive changes were made to the text of the proposed rulemaking.
- 12) Have all changes agreed upon by the Agency and JCAR been made as indicated in the agreements issued by JCAR? Yes
- 13) Will this rulemaking replace any emergency rule currently in effect? No
- 14) Are there any rulemakings pending on this Part? Yes

<u>Section Number:</u>	<u>Proposed Action:</u>	<u>Illinois Register Citation:</u>
132.142	Amendment	39 Ill. Reg. 7301; May 29, 2015

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- 15) Summary and Purpose of Rulemaking: The U.S. Department of Health and Human Services (HHS) mandates that everyone covered by the Health Insurance Portability and Accountability Act (HIPAA) implement the provisions of the International Classification of Diseases, 10th Revisions, Clinical Modification (ICD-10-CM) and the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). This rulemaking implements the provisions of ICD-10-CM and DSM-5. In addition, a few terms are being capitalized to be consistent with earlier rule amendments of other Sections that made similar capitalizations.
- 16) Information and questions regarding these adopted rules shall be directed to:
- Tracie Drew, Chief
Bureau of Administrative Rules and Procedures
Department of Human Services
100 South Grand Avenue East
Harris Building, 3rd Floor
Springfield IL 62762
- 217/785-9772
- 17) Does this rulemaking require the preview of the Procurement Policy Board as specified in Section 5-25 of the Illinois Procurement Code? No

The full text of the Adopted Amendments begins on the next page:

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

TITLE 59: MENTAL HEALTH
CHAPTER IV: DEPARTMENT OF HUMAN SERVICESPART 132
MEDICAID COMMUNITY MENTAL
HEALTH SERVICES PROGRAM

SUBPART A: GENERAL PROVISIONS

Section	
132.10	Purpose
132.15	Incorporation by Reference
132.20	Clients' Rights and Confidentiality (Repealed)
132.25	Definitions
132.27	Provider Qualifying Conditions
132.30	Application, Certification and Recertification Processes
132.31	Certification Review Cycle
132.33	Certification of New Sites of Services
132.35	Recertification and Reviews (Repealed)
132.40	Certification for Additional Medicaid Community Mental Health Services and/or New Site(s) (Repealed)
132.42	Post-Payment Review
132.44	Appeal of Post-Payment Review Findings
132.45	Compliance with Certification Requirements (Repealed)
132.47	Suspension of Certification
132.48	Reinstatement Following Suspension of Certification
132.50	Revocation of Certification
132.55	Appeal of Certification Decisions
132.58	Utilization Management by the Public Payer
132.60	Rate Setting

SUBPART B: PROVIDER ADMINISTRATIVE REQUIREMENTS

Section	
132.65	Organizational Requirements
132.70	Personnel and Administrative Recordkeeping
132.75	Program Evaluation (Repealed)
132.80	Fiscal Requirements
132.85	Recordkeeping

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

132.90	Provider Sites
132.91	Accreditation
132.95	Utilization Review
132.100	Clinical Records
132.105	Continuity and Coordination of Services (Repealed)
132.110	Availability of Services (Repealed)
132.115	Provisions (Repealed)
132.120	Service Needs Evaluation (Repealed)
132.125	Treatment Plan Development and Modification (Repealed)
132.130	Psychiatric Treatment (Repealed)
132.135	Crisis Intervention (Repealed)
132.140	Day Treatment

SUBPART C: MENTAL HEALTH SERVICES

Section

132.142	Clients' Rights
132.145	General Provisions
132.148	Evaluation and Planning Services
132.150	Treatment Services
132.155	Family Intervention, Stabilization and Reunification Services (Repealed)
132.160	Provisions (Repealed)
132.165	Case Management Services
132.170	Rehabilitative Case Management Services (Repealed)
132.APPENDIX A	Medicaid Community Mental Health Services Application Components (Repealed)
132.APPENDIX B	Utilization Parameters (Repealed)
132.TABLE A	Mental Health Clinic Program Client Services (Repealed)
132.TABLE B	Rehabilitative Mental Health Services (Repealed)
132.TABLE C	Family Intervention, Stabilization and Reunification Services (Repealed)

AUTHORITY: Implementing and authorized by the Community Services Act [405 ILCS 30] and Section 15.3 of the Mental Health and Developmental Disabilities Administrative Act [20 ILCS 1705/15.3].

SOURCE: Emergency rules adopted at 16 Ill. Reg. 211, effective December 31, 1991, for a maximum of 150 days; new rules adopted at 16 Ill. Reg. 9006, effective May 29, 1992; amended

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

at 18 Ill. Reg. 15593, effective October 5, 1994; emergency amendment at 19 Ill. Reg. 9200, effective July 1, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 16178, effective November 28, 1995; amended at 21 Ill. Reg. 8292, effective June 25, 1997; recodified from the Department of Mental Health and Developmental Disabilities to the Department of Human Services at 21 Ill. Reg. 9321; amended at 22 Ill. Reg. 21870, effective December 1, 1998; emergency amendment at 23 Ill. Reg. 4497, effective April 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 10205, effective August 23, 1999; amended at 24 Ill. Reg. 17737, effective November 27, 2000; amended at 26 Ill. Reg. 13213, effective August 20, 2002; amended at 28 Ill. Reg. 11723, effective August 1, 2004; amended at 31 Ill. Reg. 9097, effective July 1, 2007; emergency amendments at 31 Ill. Reg. 10159, effective July 1, 2007, for a maximum of 150 days; amended at 31 Ill. Reg. 15805, effective November 8, 2007; amended at 32 Ill. Reg. 9981, effective July 1, 2008; emergency amendment at 35 Ill. Reg. 1128, effective January 1, 2011, for a maximum of 150 days; emergency amendment repealed by emergency rulemaking at 35 Ill. Reg. 7719, effective April 28, 2011; amended at 35 Ill. Reg. 8860, effective May 26, 2011; amended at 36 Ill. Reg. 18582, effective December 13, 2012; amended at 38 Ill. Reg. 15550, effective July 1, 2014; amended at 39 Ill. Reg. 13684, effective October 1, 2015.

SUBPART A: GENERAL PROVISIONS

Section 132.10 Purpose

- a) The requirements set forth in this Part establish criteria for participation by ~~Providers~~providers in the Medicaid community mental health services program. The Medicaid community mental health services program shall include the provision of specific mental health services pursuant to this Part supported financially in whole or in part by a ~~Public Payer~~public payer, as defined in Section 132.25.
- b) These requirements are for the purpose of assuring that ~~Clients~~clients receiving Medicaid community mental health services shall receive services in accordance with this Part and in accordance with 42 CFR 440 and 456 (2003) for Medicaid-eligible ~~Clients~~clients.
- c) The Department of Human Services (DHS) and the Department of Children and Family Services (DCFS), pursuant to an executed interagency agreement with the Department of Healthcare and Family Services (HFS), shall use these requirements to certify, recertify, and periodically review ~~Providers~~providers participating in the Medicaid community mental health services program, including the certification and recertification of the ~~Provider's~~provider's eligibility

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

for enrollment in the Illinois medical assistance program (89 Ill. Adm. Code 140).

d) Applicability of Program

- 1) The Medicaid community mental health services program is for Clientselients who require mental health services as indicated by a diagnosis contained in the International Classification of Diseases, 10th9th Revision, Clinical Modification (ICD-109-CM) (Centers for Medicare and Medicaid Services (CMMS) (20102003)) or the Diagnostic and Statistical Manual of Mental Disorders, 5th4th Edition (DSM-5IV) (2013+994) ~~or DSM-IV-TR (2000)~~ (American Psychiatric Association).
- 2) This shall include services designed to benefit Clientselients:
 - A) Who require an evaluation to determine the need for mental health treatment; or
 - B) Who are assessed to require medically necessary mental health treatment to reduce the mental disability and to restore an individual to the maximum possible functioning level; or
 - C) Who are experiencing a substantial change/deterioration in age appropriate or independent role functioning, acute symptomatology, and who require crisis intervention services to achieve stabilization; or
 - D) Who, because of substantial impairment in role functioning, require multiple coordinated mental health services delivered in a variety of settings.

(Source: Amended at 39 Ill. Reg. 13684, effective October 1, 2015)

Section 132.25 Definitions

For the purposes of this Part, the following terms are defined:

Accessibility – Compliance with all appropriate provisions of the Americans With Disabilities Act (ADA) (42 USC 12101), as amended, and section 504 of the Rehabilitation Act of 1973 (29 USC 794). No otherwise qualified disabled

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

individual solely by reason of a disability, shall be excluded from participation in, be denied the benefits of or be subjected to discrimination in programs, services or activities sponsored by the Provider. The Provider shall make reasonable modifications in policies, practices or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless it can demonstrate that making the modifications would fundamentally alter the nature of the services, program or activity. The Provider shall communicate this policy to all visitors, recipients of services, potential recipients of services, and employees. This includes the extent to which a Provider has adapted sites where services are provided to render its physical building elements, parking lot, entry, egress, restrooms, circulation paths, telecommunications and technology accessible to persons with disabilities in accordance with the ADA, section 504, and the most recent standards identified in the Illinois Accessibility Code (71 Ill. Adm. Code 400) and/or ADA Accessibility Guidelines, whichever standard is more stringent, as well as the Provider's reasonable modification for the delivery of services to otherwise eligible Clients for whom a site is inaccessible.

Activity – Action taken on behalf of Clients to facilitate receipt of services.

Admission Note – A written report of an initial assessment and treatment plan that initiates Part 132 services for Clients who are admitted to a specialized substitute care living arrangement or for the Client who does not have a completed mental health assessment and is admitted to Assertive Community Treatment (ACT) services or a residential facility designated by the Public Payer for the purpose of stabilizing a crisis.

Adult – An individual who is 18 years of age or older or a person who is emancipated pursuant to the Emancipation of Mature Minors Act [750 ILCS 30].

Applicant – An entity that seeks certification to provide Medicaid community mental health services under this Part.

Assertive Community Treatment or ACT – An intensive integrated rehabilitative crisis, treatment and rehabilitative support service for adults (18 years of age and older) provided by an interdisciplinary team to individuals with serious and persistent mental illness or co-occurring mental health and alcohol/substance abuse disorders. The service is intended to promote symptom stability and appropriate use of psychotropic medication, as well as restore personal care, community living and social skills. ACT is further defined in Section 132.150(h).

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

Certification Certificate – A document by the Certifying State Agency that indicates that a stated Provider is certified to provide specific Part 132 services at specified sites.

Certified Family Partnership Professional or CFPP – An individual who is certified and in good standing as a Family Partnership Professional by the Illinois Certification Board, doing business as (dba) the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA).

Certified Recovery Support Specialist or CRSS – An individual who is certified and in good standing as a Recovery Support Specialist by the Illinois Certification Board, dba IAODAPCA.

Certifying State Agency – Departments responsible for determining and monitoring compliance with this Part: Department of Healthcare and Family Services, Department of Human Services or Department of Children and Family Services.

CGAS – The Children's Global Assessment Scale as published in the Archives of General Psychiatry, Volume 40, November 1983, pp. 1228-1231.

Client – An individual who is Medicaid-eligible and is receiving Medicaid community mental health services.

Clinical Experience – Work or volunteer or internship experience providing mental health services or supports supervised by a Mental Health Professional level professional.

CMMS – Centers for Medicare and Medicaid Services. A federal agency within the U.S. Department of Health and Human Services with responsibility for Medicare, Medicaid, State Children's Health Insurance (SCHIP), Health Insurance Portability and Accountability Act (HIPAA), and Clinical Laboratory Improvement Amendments (CLIA).

Collateral – A person with a relationship to a Client and who is important in the treatment or recovery goals of the Client or who is a resource to assist the Client in meeting treatment or recovery goals.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

Community Support Service or CS Service – Mental health rehabilitation services and supports for children, adolescents, families and adults necessary to assist ~~Client~~clients in achieving rehabilitative, resiliency and recovery goals. The service consists of therapeutic interventions that facilitate illness self-management, skill building, identification and use of natural supports, and use of community resources. CS services help ~~Client~~clients develop and practice skills in their home and community. CS service is further defined in Section 132.150(e).

Community Support – Residential Service or CSR Service – Mental health rehabilitation services and supports for children, adolescents and adults necessary to assist individuals in achieving rehabilitative, resiliency and identification and use of adaptive and compensatory strategies, identification and use of natural supports, and use of community resources for individuals who reside in sites designated by the Public Payer. CSR service is further defined in Section 132.150(f).

Community Support – Team Service or CST Service – Mental health rehabilitation services and supports available 24 hours per day and 7 days per week for children, adolescents, families and adults to decrease hospitalization and crisis episodes and to increase community functioning in order for the ~~Client~~client to achieve rehabilitative, resiliency and recovery goals. The service consists of interventions delivered by a team that facilitates illness self-management, skill building, identification and use of adaptive and compensatory skills, identification and use of natural supports, and use of community resources. CST service is further defined in Section 132.150(g).

Confidentiality Act – The Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110].

Contract – For purposes of this Part, a written agreement between the applicant/Provider and a Public Payer.

Co-occurring – Co-existing mental health and substance use disorders or developmental disabilities. Individuals eligible to receive services under this Part must have a diagnosis of mental illness.

Credential – Designation of LPHA, QMHP, MHP, RSA or professional designation as included in this Part.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

Crisis Intervention Services – Interventions to stabilize a Client in a psychiatric crisis to avoid more restrictive levels of treatment and that have the goal of immediate symptom reduction, stabilization and restoration to a previous level of role functioning. A crisis is defined as a deterioration in the level of role functioning of the Client within the past 7 days or an increase in acute symptomatology. Crisis intervention services are further defined in Section 132.150(b).

Day – A calendar day unless otherwise indicated.

DCFS – The Illinois Department of Children and Family Services.

DHS – The Illinois Department of Human Services.

DSM-~~5~~^{IV} – The Diagnostic and Statistical Manual of Mental Disorders, ~~5th~~^{4th} Edition (~~2013~~¹⁹⁹⁴) ~~or DSM-IV-TR (2000)~~, American Psychiatric Association, 1000 Wilson Boulevard, Suite 1825, Arlington, Virginia 22209-3901.

Enrollment – The official enrollment of a Provider in the medical assistance program by HFS on determination of compliance with 89 Ill. Adm. Code 140.11.

Family – A basic unit or constellation of one or more adults and children, foster or adoptive parents and children, and private individual guardians.

Focus Review – A follow-up review done to assure implementation of an accepted Plan of Correction. A focus review looks at the violations found during a full review and addressed in a required Plan of Correction to assure implementation of the Plan of Correction.

~~GAF – The Global Assessment of Functioning Scale contained in the DSM-IV.~~

Guardian – The court-appointed guardian or conservator of the person under the Probate Act of 1975 [755 ILCS 5] or a temporary custodian or guardian of the person of a child appointed by an Illinois juvenile court or a legally-appointed guardian or custodian or other party granted legal care, custody and control over a minor child by a juvenile court of competent jurisdiction located in another state whose jurisdiction has been extended into Illinois via the child's legally authorized placement in accordance with the applicable interstate compact. (See

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

the Juvenile Court Act of 1987 [705 ILCS 405] and the Interstate Compact on the Placement of Children [45 ILCS 15].)

Healthy Kids Screen – A mental health screening done as part of an HFS Healthy Kids periodic screening (89 Ill. Adm. Code 140.485).

HFS – The Illinois Department of Healthcare and Family Services.

HIPAA – The Health Insurance Portability and Accountability Act (42 USC 1320 et seq.) (45 CFR 160 and 164 (2003)).

HITECH – Health Information Technology for Economic and Clinical Health (HITECH) Act, Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009 (ARRA), P.L. 111-5 (Feb. 17, 2009).

ICD-~~10~~¹⁰⁹-CM – International Classification of Diseases, ^{10th9th} Revision, Clinical Modification (Centers for Medicare and Medicaid Services, 7500 Security Boulevard, Baltimore, Maryland 21244-1850 (~~2010~~²⁰⁰⁸)).

Intervention – A deliberate interaction between staff and one or more Clients or a Client's ~~Collateral~~^{collateral} for the purpose of alleviating the Client's symptoms of mental illness and improving the Client's level of functioning.

ITP – Individual treatment plan.

Level of Role Functioning – Refers to the Client's abilities in critical areas such as vocational, educational, independent living, self-care, and social and family relationships. To assess the severity of the impairment in role functioning, scales approved for use include, but are not limited to, the ~~GAF Scale or the~~ CGAS Scale.

Licensed Clinician – An individual who is either a licensed practitioner of the healing arts (LPHA); a licensed social worker (LSW) possessing at least a master's degree in social work and licensed under the Clinical Social Work and Social Work Practice Act [225 ILCS 20] with specialized training in mental health services or with at least two years experience in mental health services; a licensed professional counselor (LPC) possessing at least a master's degree and licensed under the Professional Counselor and Clinical Professional Counselor

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

Licensing Act [225 ILCS 107] with specialized training in mental health services or with at least two years experience in mental health services; a registered nurse (RN) licensed under the Nurse Practice Act [225 ILCS 65] with at least one year of clinical experience in a mental health setting or who possesses a master's degree in psychiatric nursing; or an occupational therapist (OT) licensed under the Illinois Occupational Therapy Practice Act [225 ILCS 75] with at least one year of clinical experience in a mental health setting.

Licensed Practitioner of the Healing Arts or LPHA – An Illinois licensed health care practitioner who, within the scope of State law, has the ability to independently make a clinical assessment, certify a diagnosis and recommend treatment for persons with a mental illness and who is one of the following: a physician; an advanced practice nurse with psychiatric specialty licensed under the Nurse Practice Act [225 ILCS 65]; a clinical psychologist licensed under the Clinical Psychologist Licensing Act [225 ILCS 15]; a licensed clinical social worker (LCSW) licensed under the Clinical Social Work and Social Work Practice Act [225 ILCS 20]; a licensed clinical professional counselor (LCPC) licensed under the Professional Counselor and Clinical Professional Counselor Licensing Act [225 ILCS 107]; or a licensed marriage and family therapist (LMFT) licensed under the Marriage and Family Therapist Licensing Act [225 ILCS 55] and 68 Ill. Adm. Code 1283.

Medicaid – Medical assistance authorized by HFS under the provisions of the Illinois Public Aid Code [305 ILCS 5/Art. V], the Children's Health Insurance Program Act [215 ILCS 106] and Titles XIX and XXI of the Social Security Act (42 USCA 1396 and 1397aa).

Medical Necessity or Medically Necessary – An LPHA has determined through assessment that a Client has a diagnosis of mental illness or serious emotional disorder as defined in the ICD-~~10~~¹⁰⁹-CM or DSM-~~5~~^{5IV} that has resulted in a significant impairment in the Client's level of functioning in at least one major life functional area and needs one or more mental health services that are identified in the Mental Health Assessment and ITP to stabilize the Client's functioning, or to restore or rehabilitate the Client to a maximum level of life functioning. For Clients under the age of 21, medical necessity or medically necessary may additionally mean that the Client has more than one documented criteria of a mental illness or serious emotional disorder as listed in the DSM-~~5~~^{5IV} that is likely to impact the Client's level of role functioning across critical life areas and needs a Medicaid reimbursable Part 132 mental health service recommended by the

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

completion of an approved Healthy Kids screen by a physician or the completion of a Mental Health Assessment and included in an ITP that could not have been omitted without adversely affecting the Client's level of functioning.

Mental Health Assessment or MHA – A Mental Health Assessment required by Section 132.148(a) to assess the need for Part 132 services.

Mental Health Intensive Outpatient Services – Scheduled group therapeutic sessions made available for at least 4 hours per day, 5 days per week. Mental health intensive outpatient services are further defined in Section 132.150(j).

Mental Health Professional or MHP – An individual who provides services under the supervision of a Qualified Mental Health Professional and who possesses: a bachelor's degree in counseling and guidance, rehabilitation counseling, social work, education, vocational counseling, psychology, pastoral counseling, family therapy, or related human service field; a bachelor's degree in any other field with two years of supervised clinical experience in a mental health setting; a practical nurse license under the Nurse Practice Act [225 ILCS 65]; a certificate of psychiatric rehabilitation from a DHS-approved program plus a high school diploma or GED plus 2 years experience in providing mental health services; a recovery support specialist certified from, and in good standing with, the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.; a family partnership professional certificate from and in good standing with the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.; an occupational therapy assistant licensed under the Illinois Occupational Therapy Practice Act [225 ILCS 75] with at least one year of experience in a mental health setting; or a minimum of a high school diploma or GED and 5 years supervised clinical experience in mental health or human services. A supervised internship in a mental health setting counts toward the experience in providing mental health services. Any individual meeting the minimum credentials for an LPHA or QMHP under this Part is deemed to also meet the credentialing requirements of an MHP. Any individual employed as an MHP prior to July 1, 2013 may continue to be so designated unless employment changes.

Mental Health Setting – A location, public or private, in a group or individual practice, in a mental health center, hospital or clinic where services intended to reduce symptoms of mental illness are provided to persons with mental illness.

Mental Illness – A mental or emotional disorder diagnosis contained in the DSM-

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

~~5IV~~ or ICD-910-CM or, for Clients under age 21, symptoms of mental illness that are likely to impact the Client's level of role function across critical life areas, authorized by the Public Payer funding the services under this Part and the condition that will be the main focus of treatment for services under this Part. Mental illness does not include organic disorders such as dementia and those associated with known or unknown physical conditions such as hallucinosis, amnesic disorder and delirium; psychoactive substance induced organic mental disorders; and mental retardation or psychoactive substance use disorders.

Natural Setting – A setting where an individual who has not been diagnosed with a mental illness typically spends time, including home, school, work, churches, community centers, libraries, parks, recreation centers, etc. These sites are not licensed, certified or accredited as a treatment setting nor typically identified as treatment sites.

Natural Support – Persons identified by the Client who are not paid to provide support, e.g., family, friends, pastor.

Notice of Deficiencies – A written document that specifies the standards within this Part with which the Provider is not compliant.

Notice of Non-certification – A written document that notifies the applicant or Provider that the Certifying State Agency is not issuing a Certificate of Certification.

Notice of Suspension from Billing – The report generated under Section 132.42(f) following a post-payment review that details the findings for the review when less than 50% of the billings have been found to be substantiated.

Notice of Unsubstantiated Billings – The report generated under Section 132.42(c) following a post-payment review that details the findings of the review.

Off-site – Locations other than those considered on-site.

On-site – Location that is a certified Provider site as described in Section 132.90 and the surrounding Provider owned, leased or controlled property and buildings and adjacent parking areas. Additionally, any service that is provided via telephone or video or that is provided to a Client in a staff person's office in a certified site is considered on-site.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

One Year Experience – A period of time consisting of at least 1,500 work hours.

Original Signature – A signature affixed to any document that is made by the person to whom the signature belongs, either in ink or via electronic means compliant with Section 132.85(f).

Part 132 Services – The community mental health services described in this Part.

Physician – A physician licensed under the Medical Practice Act of 1987 [225 ILCS 60] to practice medicine in all its branches.

Plan of Correction – Plan submitted in response to findings from the Certifying State Agency of non-compliance resulting from a certification or post-payment review that specifies actions the Provider or applicant will take to come into compliance with this Part by correcting the cited violations. The Plan of Correction will include the time frame for compliance and how ongoing compliance will be monitored and assured.

Provider – An organization certified to provide Medicaid community mental health services in accordance with this Part that is a sole proprietorship, partnership, limited liability corporation, unit of local government, or corporation, public or private, either for profit or not for profit.

Psychosocial Rehabilitation Service or PSR Service – Facility-based rehabilitative skill-building services for adults age 18 and older with serious mental illness or co-occurring psychiatric disabilities and addictions. The PSR interventions focus on identification and use of recovery tools and skill building to facilitate independent living and adaptation, problem solving and coping skills development. PSR service is further defined in Section 132.150(i).

Psychotropic Medication – Medication whose use for antipsychotic, antidepressant, antimanic, antianxiety, behavioral modification or behavioral management purposes is listed in the AMA Drug Evaluations or Physician's Desk Reference, or that is administered for any of these purposes.

Psychotropic Medication Administration Service – Consists of preparing the Client and the medication for administration, administering psychotropic medications, observing the Client for possible adverse reactions, and returning the

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

medication to proper storage. Psychotropic medication administration service is further defined in Section 132.150(c)(3).

Psychotropic Medication Monitoring Service – Includes observation and evaluation of target symptom response, adverse effects, including tardive dyskinesia screens, and new target symptoms or medication. This may include discussing laboratory results with the Client. Psychotropic medication monitoring service is further defined in Section 132.150(c)(4).

Psychotropic Medication Training Service – Includes training the Client or the Client's family or guardian to administer the Client's medication, to monitor proper levels and dosage, and to watch for side effects. Psychotropic medication training service is further defined in Section 132.150(c)(5).

Public Payer – A State agency or a unit of local government that is responsible for payment for services under this Part provided to a Client pursuant to a contract with the Provider.

Qualified Mental Health Professional or QMHP – One of the following:

A licensed social worker (LSW) possessing at least a master's degree in social work and licensed under the Clinical Social Work and Social Work Practice Act [225 ILCS 20] with specialized training in mental health services or with at least 2 years experience in mental health services;

A licensed professional counselor possessing at least a master's degree and licensed under the Professional Counselor and Clinical Professional Counselor Licensing Act [225 ILCS 107] with specialized training in mental health services or with at least two years experience in mental health services;

A registered nurse (RN) licensed under the Nurse Practice Act [225 ILCS 65] with at least one year of clinical experience in a mental health setting or who possesses a master's degree in psychiatric nursing;

An occupational therapist (OT) licensed under the Illinois Occupational Therapy Practice Act [225 ILCS 75] with at least one year of clinical experience in a mental health setting; or

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

An individual possessing at least a master's degree in counseling and guidance, rehabilitation counseling, social work, vocational counseling, psychology, pastoral counseling, or family therapy or related field, who has successfully completed a practicum or internship that included a minimum of 1,000 hours of supervised direct service in a mental health setting, or who has one year of clinical experience under the supervision of a QMHP.

Any individual meeting the minimum credentials for a LPHA under this part is deemed to also meet the credentialing requirements of a QMHP.

Rehabilitative Services Associate or RSA – An RSA must be at least 21 years of age, be a high school graduate or have a GED certificate, have demonstrated skills in the field of services to adults or children, have demonstrated the ability to work within the Provider's structure and accept supervision, and have demonstrated the ability to work constructively with Clients, treatment resources and the community. Any individual meeting the minimum credentials for an MHP, QMHP or LPHA under this Part is deemed to also meet the credentialing requirements of an RSA. Any individual employed as an RSA prior to July 1, 2013 may continue to be so designated unless employment changes.

Screening, Assessment and Support Services or SASS – A program of intensive mental health services provided by an agency certified to provide Part 132 services and under contract to provide screening, assessment and support services to children with a mental illness or emotional disorder who are at risk for psychiatric hospitalization.

Section 504 – Section 504 of the Rehabilitation Act of 1973 (29 USC 794).

Specialized Substitute Living Arrangement – A living arrangement providing services to a Client supervised by a Provider licensed under the Child Care Act of 1969 [225 ILCS 10] or any comparable Act in another state when the Provider is under contract to the State agency.

State Agency – Department of Healthcare and Family Services, Department of Human Services, or Department of Children and Family Services.

State Medicaid Agency – The Illinois Department of Healthcare and Family Services.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

Suspended Certificate – A certificate that is temporarily inactive due to Certifying State Agency action.

Therapy/Counseling Service – A treatment modality that uses interventions based on psychotherapy theory and techniques to promote emotional, cognitive, behavioral or psychological changes as identified in the ITP. Therapy/counseling service is further defined in Section 132.150(d).

Unit of Local Government – A county, municipal corporation, or other local government entity organized under the laws of the State of Illinois that, pursuant to an executed intergovernmental agreement with HFS, has agreed to pay for Medicaid community mental health services.

(Source: Amended at 39 Ill. Reg. 13684, effective October 1, 2015)

SUBPART C: MENTAL HEALTH SERVICES

Section 132.148 Evaluation and Planning Services

- a) Mental health assessment (MHA) service is a formal process of gathering information regarding a ~~Client's~~ client's mental and physical status and presenting problems through face-to-face, video conference or telephone contact with the ~~Client~~ client and ~~Collateral~~ collaterals, resulting in the identification of the ~~Client's~~ client's mental health service needs and recommendations for service delivery. MHA services may be provided without appearing on an ITP.
 - 1) An Admission Note may be used to initiate services prior to the completion of a mental health assessment for a ~~Client~~ client who is admitted to a specialized substitute care living arrangement; a residential facility designated by the ~~Public Payer~~ public payer for the purpose of stabilizing a crisis; or Assertive Community Treatment (ACT) prior to the completion of a comprehensive assessment as required in Section 132.150(h)(2)(A). An Admission Note must be completed within 24 hours after a ~~Client's~~ client's admission and is effective for a maximum of 30 days.
 - A) An Admission Note is a written report of an initial assessment and treatment plan and shall include the following:

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- i) Identifying information: name, gender, date of birth, primary language and method of communication, date of initial assessment;
 - ii) Client's current mental health functioning level;
 - iii) Provisional diagnosis;
 - iv) Pertinent history;
 - v) Precautions (e.g., suicidal risk, homicidal risk, flight risk) and special programming to meet the Client's needs;
 - vi) Initial treatment plan, including a list of Part 132 services that will be provided and the staff responsible for those services; and
 - vii) Other relevant information.
- B) An Admission Note shall be completed by at least an MHP following a face-to-face or video conference meeting with the Client.
- C) A QMHP shall be responsible for approving the completed Admission Note as documented by the QMHP's dated original signature with credentials on the Admission Note.
- 2) An HFS approved Healthy Kids mental health screen may be used to initiate services prior to the completion of a mental health assessment by a Provider certified under this Part for a Client who is under age 21.
- A) A Healthy Kids screen remains effective for the initiation of services for 60 days from the date the physician completed it as indicated by physician dated signature.
 - B) A Healthy Kids screen may be used by a certified Provider for a maximum of 30 days from the initial face-to-face contact

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

with the ~~Client~~ while the mental health assessment is being completed.

- 3) A mental health assessment is required prior to the development and implementation of an ITP. A mental health assessment is not required prior to the initiation of psychological evaluation services described in subsection (b), crisis services described in Section 132.150(b) and case management services described in Section 132.165(a)(1).
- 4) The ~~Provider~~ shall complete a mental health assessment report within 30 days after the first face-to-face contact for services not initiated with an Admission Note or Healthy Kids mental health screen. When a ~~Client~~ is hospitalized for crisis services, the first face-to-face contact shall be the initial contact following discharge from the hospital.
- 5) A written mental health assessment report shall be a compilation of the following:
 - A) Identifying information: name, gender, date of birth, primary language and method of communication, name and contact information of ~~Client's~~ primary care physician, and guardian;
 - B) Reasons for seeking or being referred for current mental health treatment, including symptoms of mental illness;
 - C) DSM-~~5IV~~ or ICD-~~109~~-CM diagnosis ~~(may include provisional and rule out diagnosis pending further evaluation to obtain a definitive diagnosis);~~
 - D) Family history, including the history of mental illness in the family;
 - E) Mental status evaluation;
 - F) Client preferences relating to services and desired treatment outcomes;

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- G) Personal history of symptoms of mental illness and mental health treatment, date of most recent psychiatric evaluation, and whether the ~~Client~~ Client has taken or is now taking psychotropic medication;
 - H) History of abuse/trauma (childhood sexual or physical abuse, intimate partner violence, sexual assault or other forms of interpersonal violence);
 - I) Social adjustment and daily living skills;
 - J) Legal history and status, including guardianship and current court involvement;
 - K) Identification of factors in the current environment that may create threats to ~~Client's~~ Client's personal safety (e.g., gang involvement, domestic violence, elder abuse);
 - L) Strengths and resources (e.g., education and vocational skills, current employment and employment history, interests/hobbies, financial and material resources, and supportive social relationships with family and friends, as well as more intrinsic resources, including hope, motivation, self-confidence and sense of belonging within a community of one's peers);
 - M) History of and current alcohol or other substance use, abuse or dependence, and any previous substance use treatment/recovery efforts;
 - N) Client's report on general physical health, including date of last physical examination; and
 - O) Summary analysis and conclusions regarding the medical necessity of services.
- 6) If a definitive diagnosis has not been determined ~~perfor all five axes in~~ perfor all five axes in the DSM-~~5IV~~ or the ICD-~~109~~-CM by the time the MHA report is completed or a rule out diagnosis is given, the MHA report must contain documentation as to what evaluations will occur in order to provide a

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

definitive diagnosis. A definitive diagnosis shall be determined within 90 days after the completion of the MHA report.

- 7) A QMHP who has had, at a minimum, one face-to-face or video conference contact with the Client/client shall be responsible for the completed mental health assessment report as documented by his/her dated original signature with credentials on the mental health assessment. MHPs may participate in the mental health assessment.
- 8) The Client's/client's family or guardian may participate in the mental health assessment during which the family will be given the opportunity to provide pertinent information or support. Participation by the family and other interested persons must be in accordance with the Confidentiality Act and HIPAA.
- 9) The mental health assessment report shall be reviewed and approved by the LPHA as documented by the LPHA's dated original signature with credentials on the mental health assessment. The LPHA shall determine in writing if any additional evaluations are required to assess the Client's/client's functioning or service needs.
- 10) The mental health assessment shall be updated annually by the QMHP who has, at a minimum, one face-to-face contact with the Client/client to complete the updated mental health assessment. The annual update must occur within 12 months after the LPHA's original signature on the mental health assessment report or the previous update. The QMHP shall be responsible for the completed update as documented by his or her dated original signature with credentials on the updated mental health assessment. The LPHA shall review and approve the assessment as documented by the LPHA's dated original signature with credentials on the updated mental health assessment. MHPs may participate in the mental health assessment update.
- 11) For services initiated by an Admission Note or Healthy Kids mental health screen, the Provider/provider shall complete a mental health assessment report or a comprehensive assessment for an ACT Client/client within 30 days after the Client's/client's admission.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- 12) The annual update of the mental health assessment shall minimally include all requirements specified under subsection (a)(5) with the exception of requirements listed under subsections (a)(5)(A), (D), (G) and (H). Providers may include requirements under subsections (a)(5)(A), (D), (G) and (H) as medically necessary and clinically indicated as part of the mental health assessment update. Following review of a requirement, ~~Providers~~ providers may also indicate "no change" where applicable on the mental health assessment update if there has been no change in status.
- 13) Specific documentation of the delivery of mental health assessment service must include a description of the time spent with the ~~Client~~ client or ~~Collateral~~ collateral gathering information.
 - b) Psychological Evaluation
 - 1) A psychological evaluation service, if recommended, shall:
 - A) Be completed within 90 days after completion of the MHA report, be documented by the ~~Provider~~ provider, and be consistent with the Clinical Psychologist Licensing Act [225 ILCS 15] using nationally standardized psychological assessment instruments; a master's level professional may assist;
 - B) Be conducted face-to-face or video conference with the ~~Client~~ client; and
 - C) Result in a written report that includes a formulation of problems, tentative diagnosis and recommendations for treatment or services.
 - 2) Specific documentation of the delivery of psychological evaluation service must identify the specific nationally standardized psychological assessment instruments used.
 - c) Treatment plan development, review and modification service is a process that results in a written ITP, developed with the participation of the ~~Client~~ client and the ~~Client's~~ client's parent/guardian, as applicable, and is based on the mental health assessment report and any additional evaluations. The ITP may be known also as a rehabilitation treatment plan or a recovery treatment plan. Active participation by the ~~Client~~ client and the ~~Client's~~ client's parent/guardian, as

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

applicable, is required for all ITP development, whether it is the initial ITP or subsequent reviews and modifications. The Client/lient may choose to actively involve Collateralsecollaterals in the ITP process. Participation by the Client/lient and the Client'selient's parent/guardian, as applicable, shall be documented in the plan and confirmed by the Client'selient's and the parent's/guardian's, as applicable, dated original signature on the ITP. In the event that a Client/lient or the Client'selient's parent/guardian, as applicable, refuses to sign the ITP, the LPHA, QMHP or MHP shall document the reason for refusal and indicate by his or her dated original signature with credentials on documentation in the record that the ITP was developed with the active participation of the Client/lient and the Client'selient's parent/guardian, as applicable, and that the Client/lient or the Client'selient's parent/guardian, as applicable, refused to sign the ITP.

- 1) The initial ITP shall be completed within 45 days after the completion of the mental health assessment as documented by the LPHA's dated original signature with credentials on the ITP. When an Admission Note or Healthy Kids mental health screen was completed to initiate services, the ITP shall be developed, following the completion of a mental health assessment, within 30 days after the Client'selient's date of admission.
- 2) A written ITP is a compilation of the following:
 - A) The goals/anticipated outcomes of services;
 - B) Intermediate objectives to achieve the goals;
 - C) The specific Part 132 mental health services to be provided;
 - D) The amount, frequency and duration of Part 132 services to be provided; and
 - E) Staff responsible for delivering services.
- 3) The ITP shall include a definitive diagnosis ~~perthat has been determined for all five axes in~~ the DSM-~~5IV~~ or the ICD-~~109~~-CM. If the diagnosis cannot be determined by the time the ITP is completed or a rule out diagnosis is given, the Client'selient's clinical record must include the diagnosis determined as a result of additional evaluations recommended in the MHA report within 90 days after completion of the MHA report.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- 4) Responsibility for development, review and modification of the ITP shall be assumed by a QMHP as documented by his/her dated original signature with credentials on the ITP. MHPs may participate in the development of the ITP. An LPHA shall provide the clinical direction of mental health services identified in the ITP as documented by his/her dated original signature with credentials on the ITP.
- 5) The LPHA and the QMHP shall review the ITP no less than once every 6 months from the date of the LPHA original signature on the most recent ITP to determine if the goals set forth in the ITP are being met and whether each of the services described in the plan has contributed to meeting the stated goals. The ITP shall be modified if it is determined that there has been no measurable reduction of disability or restoration of functional level.
- 6) The ITP review shall include continuity of care planning with the ~~Client/client~~ or the ~~Client's/client's~~ parent/guardian. The ITP review shall also include an estimated transition or discharge date and identify goals for continuing care.
- 7) The results of crisis assessments, reassessments or additional evaluations after the ~~Client's/client's~~ ITP is completed shall be incorporated into a modified ITP, if appropriate, within 30 days.
- 8) The ~~Provider/provider~~ shall explain to the ~~Client/client~~ and/or persons of the ~~Client's/client's~~ choosing, which may include a parent/guardian, as applicable and as evidenced by a signed and dated statement by the ~~Provider/provider~~ and the ~~Client/client~~ or parent/guardian, the process for the development, review and modification of the contents of the ITP.
- 9) The ITP and all its revisions shall be signed by the parent or guardian if the ~~Client/client~~ is under 12 years of age. If the ~~Client/client~~ is 12 through 17 years of age, the ITP shall be signed by the ~~Client/client~~ and by the parent/guardian, as applicable, unless the ~~Client/client~~ is an emancipated minor. A ~~Client/client~~ 18 years of age or older or an emancipated minor shall sign the ITP. If the ~~Client/client~~ is 18 years of age or older and has been adjudicated as legally incapable, the ITP shall be signed by the legally appointed guardian.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF ADOPTED AMENDMENTS

- 10) Pursuant to the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110], a copy of the signed ITP shall be given to the ~~Client~~ and the ~~Client's~~ parent/guardian, as applicable. The ITP and documentation that the signed ITP has been provided to the ~~Client~~ or parent/guardian shall be incorporated into the ~~Client's~~ clinical record.
- 11) Commencement of Services
 - A) Mental health services may be provided concurrently with ITP development if:
 - i) The mental health assessment report is completed, signed and dated by the LPHA or the Admission Note is signed and dated by the QMHP or a Healthy Kids mental health screen completed by a physician is in the ~~Client~~ record;
 - ii) The specific Part 132 service is recommended as medically necessary on the completed mental health assessment or Admission Note or Healthy Kids mental health screen; and
 - iii) The specific Part 132 services provided are included in the completed ITP, signed by an LPHA as required by this Part.
 - B) If services are provided prior to completion of the ITP, and the ~~Client~~ terminates services before the ITP is completed and signed, the ~~Provider~~ must complete the ITP and document that the ~~Client~~ terminated services and was unavailable to sign the ITP.
- 12) Specific documentation of delivery of treatment plan development, review and modification service must include a description of the time spent with the ~~Client~~ or ~~Collateral~~ developing, reviewing or modifying the ITP.

(Source: Amended at 39 Ill. Reg. 13684, effective October 1, 2015)

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

- 1) Heading of the Part: Trifecta
- 2) Code Citation: 11 Ill. Adm. Code 306
- 3) Section Number: 306.30 Adopted Action:
Amendment
- 4) Statutory Authority: 230 ILCS 5/9(b)
- 5) Effective Date of Rule: October 5, 2015
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this rulemaking contain incorporation by reference? No
- 8) A copy of the adopted rule, including any material incorporated by reference, is on file in the Agency's central office and is available for public inspection.
- 9) Notice of Proposal published in the *Illinois Register*: 39 Ill. Reg. 7215; May 22, 2015
- 10) Has JCAR issued a Statement of Objection to this rulemaking? No
- 11) Differences between Proposal and Final Version: None
- 12) Have all the changes agreed upon by the Agency and JCAR been made as indicated in the letter issued by JCAR? No changes were requested.
- 13) Will this rulemaking replace any emergency rule currently in effect? No
- 14) Are there any other rulemakings pending in this Part? No
- 15) Summary and Purpose of Rulemaking: Decreasing field sizes in harness racing, due to the exodus of racehorses leaving the State of Illinois for higher purses in other states, puts Illinois at a competitive disadvantage for the wagering dollar. A survey of 11 racing jurisdictions that conduct harness racing revealed that Illinois requires the highest number of betting interests for trifecta wagering. Lowering the minimum field size requirement would keep wagering dollars in Illinois and benefit the horsemen, racetracks and State.

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

Six betting interests must currently be carded for trifecta wagering in harness racing and in the event of a scratch, five betting interests would allow trifecta wagering. This rulemaking will reduce the number of minimum betting interests carded in harness racing to five, the same as thoroughbred racing.

- 16) Information and questions regarding this adopted rule shall be directed to:

Mickey Ezzo
Illinois Racing Board
100 West Randolph, Suite 5-700
Chicago IL 60601

312/814-5017

The full text of the Adopted Amendment begins on the next page:

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

TITLE 11: ALCOHOL, HORSE RACING, ~~AND LOTTERY~~, AND VIDEO GAMING
SUBTITLE B: HORSE RACING
CHAPTER I: ILLINOIS RACING BOARD
SUBCHAPTER a: GENERAL RULES

PART 306
TRIFECTA

Section	
306.10	Definition
306.20	Entries (Repealed)
306.30	Minimum Fields
306.40	Pool Distribution
306.50	Dead Heats
306.60	Scratches

AUTHORITY: Authorized by Section 9(b) of the Illinois Horse Racing Act of 1975 [230 ILCS 5/9(b)].

SOURCE: Adopted at 19 Ill. Reg. 15225, effective November 1, 1995; amended at 24 Ill. Reg. 7397, effective May 1, 2000; amended at 26 Ill. Reg. 4900, effective March 20, 2002; amended at 26 Ill. Reg. 12355, effective August 1, 2002; amended at 27 Ill. Reg. 5024, effective March 7, 2003; amended at 30 Ill. Reg. 2651, effective February 21, 2006; amended at 30 Ill. Reg. 10459, effective June 1, 2006; amended at 31 Ill. Reg. 8518, effective June 1, 2007; amended at 32 Ill. Reg. 10139, effective July 1, 2008; amended at 34 Ill. Reg. 11436, effective July 22, 2010; emergency amendment at 39 Ill. Reg. 7284, effective May 7, 2015, for a maximum of 150 days; emergency amendment expired October 3, 2015; amended at 39 Ill. Reg. 13710, effective October 5, 2015.

Section 306.30 Minimum Fields

a) Trifecta wagering shall not be scheduled on a thoroughbred or standardbred race unless at least five betting interests are carded. In the event of a scratch, trifecta wagering on a thoroughbred or standardbred race in which four betting interests remain is permissible.

b) ~~Trifecta wagering shall not be scheduled on a standardbred race unless at least six betting interests are carded. In the event of a scratch, trifecta wagering on a standardbred race in which five betting interests remain is permissible.~~

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

(Source: Amended at 39 Ill. Reg. 13710, effective October 5, 2015)

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

- 1) Heading of the Part: Superfecta
- 2) Code Citation: 11 Ill. Adm. Code 311
- 3) Section Number: 311.35 Adopted Action:
Amendment
- 4) Statutory Authority: 230 ILCS 5/9(b)
- 5) Effective Date of Rule: October 5, 2015
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this rulemaking contain incorporation by reference? No
- 8) A copy of the adopted rule, including any material incorporated by reference, is on file in the Agency's central office and is available for public inspection.
- 9) Notice of Proposal published in the *Illinois Register*: 39 Ill. Reg. 7217; May 22, 2015
- 10) Has JCAR issued a Statement of Objection to this rulemaking? No
- 11) Differences between Proposal and Final Version: None
- 12) Have all the changes agreed upon by the Agency and JCAR been made as indicated in the letter issued by JCAR? No changes were requested.
- 13) Will this rulemaking replace any emergency rule currently in effect? No
- 14) Are there any other rulemakings pending in this Part? No
- 15) Summary and Purpose of Rulemaking: Decreasing field sizes in harness racing, due to the exodus of racehorses leaving the State of Illinois for higher purses in other states, puts Illinois at a competitive disadvantage for the wagering dollar. A survey of 11 racing jurisdictions that conduct harness racing revealed that Illinois requires the highest number of betting interests for superfecta wagering. Lowering the minimum field size requirement would keep wagering dollars in Illinois and benefit the horsemen, racetracks and State.

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

Seven betting interests must currently be carded for superfecta wagering in harness racing and in the event of a scratch, six betting interests would allow superfecta wagering. This rulemaking will reduce the number of minimum betting interests carded in harness racing to six, the same as thoroughbred racing.

- 16) Information and questions regarding this adopted rule shall be directed to:

Mickey Ezzo
Illinois Racing Board
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TITLE 11: ALCOHOL, HORSE RACING, ~~AND LOTTERY~~, AND VIDEO GAMING
SUBTITLE B: HORSE RACING
CHAPTER I: ILLINOIS RACING BOARD
SUBCHAPTER a: GENERAL RULES

PART 311
SUPERFECTA

Section

311.10	Superfecta
311.20	Pool Distribution
311.25	Scratches
311.30	Dead Heats
311.35	Minimum Fields
311.40	Entries (Repealed)

AUTHORITY: Authorized by Section 9(b) of the Illinois Horse Racing Act of 1975 [230 ILCS 5/9(b)].

SOURCE: Adopted at 18 Ill. Reg. 7440, effective May 8, 1994; amended at 19 Ill. Reg. 6663, effective May 1, 1995; amended at 26 Ill. Reg. 4903, effective March 20, 2002; amended at 26 Ill. Reg. 12357, effective August 1, 2002; emergency amendment at 26 Ill. Reg. 14702, effective September 16, 2002, for a maximum of 150 days; emergency expired February 12, 2003; emergency amendment at 26 Ill. Reg. 16854, effective November 15, 2002, for a maximum of 150 days; emergency expired April 13, 2003; amended at 28 Ill. Reg. 7121, effective May 10, 2004; amended at 29 Ill. Reg. 14024, effective September 1, 2005; amended at 30 Ill. Reg. 2654, effective February 21, 2006; amended at 30 Ill. Reg. 10463, effective June 1, 2006; amended at 31 Ill. Reg. 8522, effective June 1, 2007; amended at 32 Ill. Reg. 13525, effective August 1, 2008; amended at 34 Ill. Reg. 2320, effective January 27, 2010; amended at 34 Ill. Reg. 11440, effective July 22, 2010; emergency amendment at 39 Ill. Reg. 7288, effective May 7, 2015, for a maximum of 150 days; emergency amendment expired October 3, 2015; amended at 39 Ill. Reg. 13714, effective October 5, 2015.

Section 311.35 Minimum Fields

a) Superfecta wagering shall not be scheduled on a thoroughbred or standardbred race unless at least six betting interests are carded. In the event of a scratch, superfecta wagering on a thoroughbred or standardbred race in which five betting interests remain is permissible.

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

- b) ~~Superfecta wagering shall not be scheduled on a standardbred race unless at least seven betting interests are carded. In the event of a scratch, superfecta wagering on a standardbred race in which six betting interests remain is permissible.~~

(Source: Amended at 39 Ill. Reg. 13714, effective October 5, 2015)

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

- 1) Heading of the Part: Pentafecta
- 2) Code Citation: 11 Ill. Adm. Code 324
- 3) Section Number: 324.50 Adopted Action:
Amendment
- 4) Statutory Authority: 230 ILCS 5/9(b)
- 5) Effective Date of Rule: October 5, 2015
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this rulemaking contain incorporation by reference? No
- 8) A copy of the adopted rule, including any material incorporated by reference, is on file in the agency's central office and is available for public inspection.
- 9) Notice of Proposal published in the *Illinois Register*: 39 Ill. Reg. 7219; May 22, 2015
- 10) Has JCAR issued a Statement of Objection to this rulemaking? No
- 11) Differences between Proposal and Final Version: None
- 12) Have all the changes agreed upon by the Agency and JCAR been made as indicated in the letter issued by JCAR? No changes were requested.
- 13) Will this rulemaking replace any emergency rule currently in effect? No
- 14) Are there any other rulemakings pending in this Part? No
- 15) Summary and Purpose of Rulemaking: Decreasing field sizes in harness racing, due to the exodus of racehorses leaving the State of Illinois for higher purses in other states, puts Illinois at a competitive disadvantage for the wagering dollar. A survey of 11 racing jurisdictions that conduct harness racing revealed that Illinois requires the highest number of betting interests for pentafecta wagering. Lowering the minimum field size requirement would keep wagering dollars in Illinois and benefit the horsemen, racetracks and State.

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

Nine betting interests must currently be carded for pentafecta wagering in harness racing and in the event of a scratch, eight betting interests would allow pentafecta wagering. This rulemaking will reduce the number of minimum betting interests carded in harness racing to eight, the same as thoroughbred racing.

- 16) Information and questions regarding this adopted rule shall be directed to:

Mickey Ezzo
Illinois Racing Board
100 West Randolph, Suite 5-700
Chicago IL 60601

312/814-5017

The full text of the Adopted Amendment begins on the next page:

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

TITLE 11: ALCOHOL, HORSE RACING, LOTTERY, AND VIDEO GAMING
SUBTITLE B: HORSE RACING
CHAPTER I: ILLINOIS RACING BOARD
SUBCHAPTER a: GENERAL RULES

PART 324
PENTAFACTA

Section	
324.10	Pentafecta
324.20	Pool Distribution
324.30	Scratches
324.40	Dead Heats
324.50	Minimum Fields
324.60	Entries (Repealed)
324.70	Mandatory Distribution

AUTHORITY: Authorized by Section 9(b) of the Illinois Horse Racing Act of 1975 [230 ILCS 5/9(b)].

SOURCE: Adopted by emergency rulemaking at 32 Ill. Reg. 7429, effective May 1, 2008, for a maximum of 150 days; adopted at 32 Ill. Reg. 10153, effective July 1, 2008; amended at 35 Ill. Reg. 13898, effective July 28, 2011; amended at 36 Ill. Reg. 15144, effective October 1, 2012; emergency amendment at 39 Ill. Reg. 7292, effective May 7, 2015, for a maximum of 150 days; emergency amendment expired October 3, 2015; amended at 39 Ill. Reg. 13718, effective October 5, 2015.

Section 324.50 Minimum Fields

- a) ~~Pentafecta wagering shall not be scheduled on a harness race unless at least nine betting interests are carded. In the event of a scratch, Pentafecta wagering on a race in which eight betting interests remain is permissible.~~
- ab) Pentafecta wagering shall not be scheduled on a thoroughbred or standardbred race unless at least eight betting interests are carded. In the event of a scratch, Pentafecta wagering on a race in which seven betting interests remain is permissible.
- be) This Section shall not be applicable to stakes races.

ILLINOIS RACING BOARD

NOTICE OF ADOPTED AMENDMENT

c) Upon the approval of the Stewards, this Section shall not be applicable on the closing day of a meet to ensure the payout of the carryover.

(Source: Amended at 39 Ill. Reg. 13718, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) Heading of the Part: Educator Licensure
- 2) Code Citation: 23 Ill. Adm. Code 25
- 3)

<u>Section Numbers:</u>	<u>Adopted Actions:</u>
25.25	Amendment
25.37	Amendment
25.48	Amendment
25.60	Amendment
25.96	New Section
25.97	Amendment
25.100	Amendment
25.230	New Section
25.337	Amendment
25.360	Amendment
25.425	Amendment
25.427	Amendment
25.430	New Section
25.444	Amendment
25.450	Amendment
25.510	Amendment
25.550	Amendment
25.710	Amendment
25.715	Amendment
25.717	Amendment
25.720	Amendment
25.728	Amendment
25.760	Amendment
25.770	Amendment
25.865	Amendment
25.APPENDIX C	Amendment
25.APPENDIX D	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6
- 5) Effective Date of Rules: October 5, 2015
- 6) Does this rulemaking contain an automatic repeal date? No

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 7) Does this rulemaking contain incorporations by reference? Yes. See Sections 25.715 and 25.717.
- 8) A copy of the adopted rules, including any material incorporated by reference, is on file in the Agency's principal office and is available for public inspection.
- 9) Notice of Proposal published in the *Illinois Register*: May 29, 2015; 39 Ill. Reg. 7475
- 10) Has JCAR issued a Statement of Objection to this rulemaking? No
- 11) Differences between Proposal and Final Version: Changes were made to align the text of the rules to the provisions of PA 99-58, effective July 16, 2015, in Sections 25.337, 25.360, 25.425 and 25.720.

Other technical changes and corrections were made in Section 25.425 and 25.720, as were requested by JCAR.

- 12) Have all the changes agreed upon by the Agency and JCAR been made as indicated in the agreements issued by JCAR? Yes
- 13) Will this rulemaking replace any emergency rule currently in effect? No
- 14) Are there any other rulemakings pending on this Part? No
- 15) Summary and Purpose of the Rulemaking: The changes are presented in the order in which they appear in the rulemaking.

Short-Term Emergency Approval in Special Education (Section 25.48). Two years ago as part of the agency's rulemaking in response to the educator licensure legislation, staff determined that a need no longer existed for the State Superintendent's issuing approval to allow educators holding certain teacher or transitional bilingual endorsements and who had completed certain special education coursework to be employed as special educators while they completed clinical experiences to qualify them for receipt of the required Learning Behavior Specialist (LBS) I endorsement. While special education teachers have been required since July 2001 to have an LBS I endorsement, shortages of special educators still exist in many areas of the State. For this reason, the opportunity to receive this approval has been extended until September 1, 2018, as an incentive for individuals who are not yet fully qualified to pursue opportunities as special educators.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Early Childhood Endorsement (New Section 25.96). Section 25.96 incorporates a recommendation of the Early Childhood Advisory Group (ECAG) to require that early childhood education preparation programs become entitled by the Gateways to Opportunity Illinois Professional Development System by aligning their coursework to the benchmarks of Gateways' ECE Credential Level 5. The rule also informs recipients of the early childhood endorsement who complete programs aligned to the Gateways benchmarks that they are eligible to apply for the Gateways credential. The credential is optional and will not be required in order to teach in the public schools.

Nationally Certified School Psychologist (New Section 25.230). PA 98-947, effective August 15, 2014, allows an individual to qualify for a school support personnel endorsement for school psychologist if he or she holds national certification from the National Association of School Psychologists. Evidence of national certification would be required in lieu of completing a school psychologist program approved by the State Board of Education, as well as completion of the requirements for the receipt of the professional educator license, and passage of the content-area test and test of basic skills.

Principal Endorsement (Section 25.337). Two changes are being proposed in Section 25.337, both of which respond to recent legislation. PA 98-917, effective August 15, 2014, and PA 98-1147, effective December 31, 2014, both amended Section 21B-25(2)(B) of the School Code to expand the type of experience required to receive the principal endorsement. Additionally, new subsection (d) sets forth the conditions under which applicants may qualify for the principal endorsement if they lack four years of teaching experience.

Short-term Authorization (New Section 25.430). As with the short-term emergency approval for special educators discussed above, the short-term authorization allowed school districts under certain circumstances to employ teachers who are licensed for a particular grade level but who lack the endorsement for a content area to which they have been assigned. The rule allowing for short-term authorization was repealed effective June 2013. Due to the inability of some districts to recruit and employ fully qualified staff, particularly in content areas of math and sciences, new Section 25.430 reinstates the authorization.

Teaching Excellence Program (Section 25.444). PA 98-646, effective July 1, 2014, modified Section 21B-70 of the School Code regarding stipends and other monetary support for teachers and school counselors seeking and/or holding certification from the National Board of Professional Teaching Standards, necessitating changes throughout Section 25.444. Further, the new law provided for payments specific to "instructional

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

leadership training for qualified educators interested in supporting implementation of the Illinois Learning Standards or teaching and learning priorities of the State Board". New subsection (g) establishes a process for making those payments, should money be available for this purpose and the State Superintendent chooses to do so.

Educator Testing (Section 25.720). The 10-year validity of results from the basic skills tests for educator licensure (i.e., Test of Academic Proficiency, or TAP; ACT; SAT) has been removed (subsection (b)(6)). Other changes in Section 25.720 phase out the Assessment of Professional Teaching (APT). Starting September 1, 2015, the Teacher Performance Assessment (TPA) is used to assess teaching proficiency, so the APT will no longer be needed. Candidates completing student teaching by August 31, 2015, will be given up to five years to complete the APT before it is no longer offered.

"Highly Qualified" Physical Education and Health Teachers (Appendix D). PA 98-860, effective January 1, 2015, added Section 21B-200 to the School Code to allow teachers holding endorsements for physical education or health to "meet" the criteria established under the No Child Left Behind Act of 2001 (NCLB) for "highly qualified" general education teachers in core subject areas. A modification to Appendix D sets forth the criteria to be used for "highly qualified" status and makes the optional nature of "highly qualified" clear to physical education and health teachers, as well as the school districts that employ them.

Miscellaneous. Other changes made in Part 25 include:

Allowing out-of-state experience and preparation to qualify one for receipt of reading and gifted endorsements, as requested to do so by the field (Section 25.100);

Increasing to two fiscal years the validity of an evaluation conducted by the agency to determine if an individual qualifies for an education license to align the evaluation to the two-year validity period of the educator license with stipulations endorsed for provisional educator (Section 25.427); and

Updating the incorporation to the "Standards for Educational and Psychological Testing" to the current 2014 edition (Sections 25.715 and 25.717); and

Allowing for the use of an official transcript in place of a standard form to present evidence, for renewal purposes, of having completed coursework at a regionally

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

accredited institution of higher education that does not offer approved educator preparation programs.

- 16) Information and questions regarding these adopted rules should be directed to:

Jason Helfer, Assistant Superintendent
Educator Effectiveness
Illinois State Board of Education
100 North First Street
Springfield IL 62777

217/557-6763

The full text of the Adopted Amendments begins on the next page:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 25

EDUCATOR LICENSURE

SUBPART A: DEFINITIONS

Section

25.10 Accredited Institution

SUBPART B: LICENSES

Section

25.11 New Certificates (February 15, 2000) (Repealed)
25.15 Types of Licenses; Exchange
25.20 Requirements for the Elementary Certificate (Repealed)
25.22 Requirements for the Elementary Certificate (2004) (Repealed)
25.25 Requirements for the Professional Educator License
25.30 Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)
25.32 Teacher Leader Endorsement (Beginning September 1, 2012)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License
25.40 Requirements for the Special Certificate (Repealed)
25.42 Requirements for the Special Certificate (2004) (Repealed)
25.43 Standards for Licensure of Special Education Teachers
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)
25.46 Special Provisions for the Learning Behavior Specialist I Endorsement
25.47 Special Provisions for the Learning Behavior Specialist I Approval
25.48 Short-Term Emergency Approval in Special Education
25.50 General Certificate (Repealed)
25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)
25.65 Alternative Educator Licensure
25.67 Alternative Route to Teacher Licensure

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 25.70 Endorsement for Career and Technical Educator
- 25.72 Endorsement for Provisional Career and Technical Educator
- 25.75 Part-time Provisional Certificates (Repealed)
- 25.80 Endorsement for Part-time Provisional Career and Technical Educator
- 25.82 Requirements for the Early Childhood Certificate (2004) (Repealed)
- 25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)
- 25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified (Repealed)
- 25.90 Endorsement for Transitional Bilingual Educator
- 25.92 Endorsement for Visiting International Educator
- 25.95 Language Endorsement for the Transitional Bilingual Educator
- [25.96 Endorsement for Early Childhood Education \(Birth through Grade 2\)](#)
- 25.97 Endorsement for Elementary Education (Grades 1 through 6)
- 25.99 Endorsement for the Middle Grades (Grades 5 through 8)
- 25.100 Teaching Endorsements on the Professional Educator License
- 25.105 Temporary Substitute Teaching Permit (Repealed)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL
EDUCATORS IN THE STATE OF ILLINOIS

- Section
- 25.110 System of Approval: Levels of Approval (Repealed)
 - 25.115 Recognition of Institutions and Educational Units, and Approval of Programs
 - 25.120 Standards and Criteria for Institutional Recognition and Program Approval (Repealed)
 - 25.125 Accreditation Review of the Educational Unit (Repealed)
 - 25.127 Review of Individual Programs (Repealed)
 - 25.130 Interventions by the State Board of Education and State Educator Preparation and Licensure Board
 - 25.135 Interim Provisions for Continuing Accreditation and Approval – July 1, 2000, through Fall Visits of 2001 (Repealed)
 - 25.136 Interim Provisions for Continuing Accreditation – Institutions Visited from Spring of 2002 through Spring of 2003 (Repealed)
 - 25.137 Interim Provisions for Continuing Accreditation and Approval – July 1, 1999, through June 30, 2000 (Repealed)
 - 25.140 Requirements for the Institution's Educational Unit Assessment Systems
 - 25.142 Assessment Requirements for Individual Programs
 - 25.145 Approval of New Programs Within Recognized Institutions

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 25.147 Approval of Programs for Foreign Language Beginning July 1, 2003
25.150 The Periodic Review Process (Repealed)
25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit
25.160 Notification of Recommendations; Decisions by State Board of Education
25.165 Discontinuation of Programs

SUBPART D: SCHOOL SUPPORT PERSONNEL

- Section
25.200 Relationship Among Endorsements in Subpart D
25.210 Requirements for the Certification of School Social Workers (Repealed)
25.215 Endorsement for School Social Workers
25.220 Requirements for the Certification of Guidance Personnel (Repealed)
25.225 Endorsement for School Counselors
25.227 Interim Approval for School Counselor Interns
25.230 [Nationally Certified School Psychologist](#)~~Requirements for the Certification of School Psychologists (Repealed)~~
25.235 Endorsement for School Psychologists
25.240 Standard for School Nurse Endorsement (Repealed)
25.245 Endorsement for School Nurses
25.250 Standards for Non-Teaching Speech-Language Pathologists
25.252 Endorsement for Non-Teaching Speech-Language Pathologists
25.255 Interim Approval for Speech-Language Pathologist Interns
25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

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

- Section
25.300 Relationship Among Credentials in Subpart E
25.310 Definitions (Repealed)
25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
25.313 Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
25.314 Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
25.315 Renewal of Administrative Endorsement (Repealed)
25.320 Application for Approval of Program (Repealed)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

25.322	General Supervisory Endorsement (Repealed)
25.330	Standards and Guide for Approved Programs (Repealed)
25.333	General Administrative Endorsement (Repealed)
25.335	General Administrative Endorsement (Through August 31, 2014)
25.337	Principal Endorsement (2013)
25.338	Designation as Master Principal (Repealed)
25.344	Chief School Business Official Endorsement (Repealed)
25.345	Endorsement for Chief School Business Official
25.355	Endorsement for Superintendent (2019)
25.360	Endorsement for Superintendent (Through August 31, 2019)
25.365	Endorsement for Director of Special Education

SUBPART F: GENERAL PROVISIONS

Section	
25.400	Registration of Licenses; Fees
25.405	Military Service; Licensure
25.410	Reporting Requirements for Revoked or Suspended Licenses; License Application Denials
25.411	Voluntary Removal of Endorsements
25.415	Credit in Junior College (Repealed)
25.420	Psychology Accepted as Professional Education (Repealed)
25.425	Individuals Prepared in Out-of-State Institutions
25.427	One-Year Limitation on Evaluation or Entitlement
25.430	Short-Term Authorization for Positions Otherwise Unfilled Institutional Approval (Repealed)
25.435	School Service Personnel Certificate – Waiver of Evaluations (Repealed)
25.437	Equivalency of General Education Requirements (Repealed)
25.440	Master of Arts NCATE (Repealed)
25.442	Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
25.444	Illinois Teaching Excellence Program
25.445	College Credit for High School Mathematics and Language Courses (Repealed)
25.450	Lapsed Licenses
25.455	Substitute Certificates (Repealed)
25.460	Provisional Special and Provisional High School Certificates (Repealed)
25.464	Short-Term Authorization for Positions Otherwise Unfilled (Repealed)
25.465	Credit (Repealed)
25.470	Meaning of Experience on Administrative Certificates (Repealed)
25.475	Renewal Requirements for Holders of Multiple Types of Endorsements on a

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

	Professional Educator License (Repealed)
25.480	Supplemental Documentation and Review of Certain License Applications
25.485	Licensure of Persons with Prior Certificate or License Sanctions
25.486	Licensure of Persons Who Are Delinquent in the Payment of Child Support
25.487	Licensure of Persons with Illinois Tax Noncompliance
25.488	Licensure of Persons Named in Reports of Child Abuse or Neglect
25.489	Licensure of Persons Who Are in Default on Student Loans
25.490	Licensure of Persons Who Have Been Convicted of a Crime
25.491	Licensure of Persons with Unsatisfactory Performance Evaluation Ratings
25.493	Part-Time Teaching Interns (Repealed)
25.495	Approval of Out-of-State Institutions and Programs (Repealed)
25.497	Supervisory Endorsements

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section	
25.510	Endorsement for Paraprofessional Educators
25.520	Substitute Teaching License
25.530	Specialized Instruction by Noncertificated Personnel (Repealed)
25.540	Approved Teacher Aide Programs (Repealed)
25.550	Approval of Educational Interpreters

SUBPART H: CLINICAL EXPERIENCES

Section	
25.610	Definitions
25.620	Student Teaching
25.630	Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section	
25.705	Purpose – Severability
25.710	Definitions
25.715	Test Validation
25.717	Test Equivalence
25.720	Applicability of Testing Requirement and Scores
25.725	Applicability of Scores (Repealed)
25.728	Use of Test Results by Institutions of Higher Education

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

25.730	Registration – Paper-and-Pencil Testing
25.731	Registration – Computer-Based Testing
25.732	Late Registration
25.733	Emergency Registration
25.735	Frequency and Location of Tests
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates
25.750	Conditions of Testing
25.755	Cancellation of Scores; Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring
25.775	Institution Test Score Reports
25.780	Fees

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section	
25.800	Professional Development Required (Beginning July 1, 2014)
25.805	Continuing Professional Development Options
25.807	Additional Specifications Related to Professional Development Activities of Special Education Teachers (Repealed)
25.810	State Priorities (Repealed)
25.815	Submission and Review of the Plan (Repealed)
25.820	Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
25.825	Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
25.830	Verification of Completed Activities; Renewal Process
25.832	Validity and Renewal of NBPTS Master Teacher Designation
25.835	Request for Extension
25.840	Appeals to the State Educator Preparation and Licensure Board
25.845	Responsibilities of School Districts (Repealed)
25.848	General Responsibilities of LPDCs (Repealed)
25.850	General Responsibilities of Regional Superintendents (Repealed)
25.855	Approval of Professional Development Providers
25.860	Reporting by and Audits of Providers
25.865	Awarding of Credit for Activities with Providers
25.870	Continuing Education Units (CEUs) (Repealed)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)
 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014)
 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching
 25.885 Funding; Expenses (Repealed)

SUBPART K: REQUIREMENTS FOR RECEIPT OF
THE STANDARD TEACHING CERTIFICATE

Section

- 25.900 Applicability of Requirements in this Subpart (Repealed)
 25.905 Choices Available to Holders of Initial Certificates (Repealed)
 25.910 Requirements for Induction and Mentoring (Repealed)
 25.915 Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
 25.925 Requirements Related to Advanced Degrees and Related Coursework (Repealed)
 25.930 Requirements for Continuing Professional Development Units (CPDUs) (Repealed)
 25.935 Additional Activities for Which CPDUs May Be Earned (Repealed)
 25.940 Examination (Repealed)
 25.942 Requirements for Additional Options (Repealed)
 25.945 Procedural Requirements (Repealed)
- 25.APPENDIX A Statistical Test Equating – Licensure Testing System
 25.APPENDIX B Certificates Available Effective February 15, 2000 (Repealed)
 25.APPENDIX C Exchange of Certificates for Licenses (July 1, 2013)
 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances
 25.APPENDIX E Endorsement Structure Beginning July 1, 2013

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

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; preemptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; preemptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015.

SUBPART B: LICENSES

Section 25.25 Requirements for the Professional Educator License

Beginning July 1, 2013, the requirements of this Section shall apply to the issuance of professional educator licenses. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval submitted under this Part that is received on or after February 1, 2012 must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

- a) Each applicant shall:
 - 1) [hold a bachelor's degree;](#)
 - 2) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see Subpart C of this Part), including coursework addressing:
 - A) *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* [105 ILCS 5/21B-20(1)], which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:
 - i) understand the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provide opportunities that support the intellectual, social and personal development of all students;

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- ii) understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and
 - iii) understand instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goal;
- B) *methods of reading and reading in the content area* [105 ILCS 5/21B-20(1)], which for teachers and administrators shall address each of the following standards:
- i) varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy used in the content areas;
 - ii) the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
 - iii) communication theory, language development, and the role of language in learning;
 - iv) the relationships among reading, writing and oral communication and understanding how to integrate these components to increase content learning;
 - v) the design, selection, modification and evaluation of a wide range of materials for the content areas and the reading needs of the student;
 - vi) variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- vii) varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; and
- C) *methods of reading and reading in the content area* [105 ILCS 5/21B-20(1)], which for school support personnel shall address each of the following standards:
- i) understands how students acquire reading competency;
 - ii) understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
 - iii) understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
 - iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.
- 32) pursuant to Section 21B-35 of the School Code, have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 of this Part), including:
- A) *a minimum of one course* that is equivalent to at least three semester hours *in the methods of instruction of the exceptional child* in cross-categorical special education that meets the requirements of subsection (a)(1)(A);
 - B) *a minimum of six semester hours of coursework in methods of reading and reading in the content area* that meets the requirements of subsection (a)(1)(B) or (C), as applicable; and
 - C) *a minimum of one course* that is equivalent to at least three semester hours *in instructional strategies for English language*

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

learners, which shall address bilingual education, English as a Second Language or English as a New Language methods.

- 43) pursuant to Section 21B-35 of the School Code, have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:
- A) *the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special education, which shall meet the requirements outlined in Section 25.25(a)(1)(A);
 - B) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and
 - C) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).
- b) Each applicant for a professional educator license endorsed in a teaching field shall have completed:
- 1) 32 semester hours, or a major as identified by the accredited institution on the individual's official transcript, in early childhood education, elementary education, or a field of specialization, as applicable to the type of endorsement sought on the professional educator license; and
 - 2) student teaching in conformance with the requirements of Section 25.620, except in the following circumstances:
 - A) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education and presenting evidence of teaching experience, as verified by the

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

employer, need not complete another student teaching experience, except as may be required under Section 25.37.

- B) One full year's teaching experience on a valid certificate or license in the public schools shall be accepted in lieu of student teaching.
- c) For the purposes of this Part:
- 1) a "valid certificate or license" means a certificate or license endorsed in the specific teaching field and grade levels for which Illinois licensure is sought that is equivalent to an educator license with stipulations endorsed for provisional educator or an Illinois professional educator license ; and
 - 2) "one full year's teaching experience" means the equivalent of two semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.
- d) Evidence of teaching experience, as may be required under this Part, may be satisfied in one of the following ways:
- 1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained from the State Board of Education's ELIS may be used.
 - 2) The chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of a professional educator license endorsed for early childhood; also see subsection (d)(4)) may submit a letter documenting the nature and duration of the applicant's teaching.
 - 3) A letter signed by an official of the state education agency in another state may be substituted for an employer's letter when the latter cannot be secured.
 - 4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which a professional educator license endorsed for early childhood was required

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).

- 5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- e) Each applicant for a professional educator license endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E of this Part, respectively.
- f) The professional educator license shall be endorsed in accordance with this Part.
- g) Each applicant shall be required to pass the tests required for the professional educator license as specified in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 of this Part.
- h) Nothing in this Section is intended to preclude an applicant from seeking the issuance of an educator license with stipulations endorsed for provisional educator in specific fields (i.e., teaching, administrative or school support personnel) and, as applicable, content areas and grade levels under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License

The provisions of this Section shall apply when an individual who already holds a professional educator license with one or more teaching endorsements wishes to receive an additional endorsement in a teaching field or a grade level.

- a) The candidate who wishes to add other content endorsements to teach in the grade levels currently authorized by the license shall meet the applicable requirements of Section 25.100 ~~of this Part~~ specific to the content area of the endorsement sought and provide evidence of having passed the applicable content-area test required under Section 25.720 ~~of this Part~~.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- b) A candidate not meeting the criteria of subsection (a) ~~of this Section~~ who wishes to receive an additional subject area endorsement or one who is seeking an additional grade level endorsement (i.e., early childhood, elementary, middle, secondary, special K-12) shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C ~~of this Part~~ that prepares candidates for the endorsement sought.
- 1) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the endorsement sought and, based on this comparison, may identify for the candidate a "focused program" consisting of coursework and experiences that he or she must complete in order to meet those standards.
- A) In formulating this type of program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the endorsement sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.
- B) The institution may revise an individual's focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit assessment system (see Section 25.140 ~~of this Part~~) or other assessments that are directly related to the standards for the endorsement sought.
- C) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent endorsements. An institution that uniformly requires all candidates seeking subsequent teaching endorsements to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 2) A candidate who completes a focused program shall be considered as having completed the institution's approved program for the endorsement sought and shall be eligible to be recommended for the endorsement by entitlement, signifying that the candidate has met all applicable standards.
- c) A candidate who holds a professional educator license and who wishes to obtain an endorsement for Learning Behavior Specialist II, reading specialist, a school support personnel area listed in Subpart D of this Part or any of the administrative positions outlined in Subpart E of this Part shall complete a "full" educator preparation program approved under Subpart C of this Part that consists of coursework and experiences that he or she must complete in order to meet the standards relative to the endorsement being sought and passage of the applicable tests required pursuant to Section 21B-30 of the School Code and Section 25.720 of this Part.
- d) ~~Until May 1, 2013, the provisions of subsections (a) and (b) of this Section notwithstanding, an individual who holds a valid professional educator license endorsed for secondary education may receive a special K-12 endorsement by submitting an application, along with the required fee and evidence of having passed the test of basic skills and the applicable content area test and the assessment of professional teaching relevant to the special certificate (see Section 25.720 of this Part). An endorsement valid for grades K-12 shall be affixed to the license, reflecting the area in which the individual has completed a major area of specialization as provided in Section 25.25(b) of this Part. Additional endorsements may be affixed pursuant to Sections 25.100 and 25.497 of this Part.~~

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.48 Short-Term Emergency Approval in Special Education

Beginning September 1, ~~2018~~2015, the short-term emergency approval shall no longer be issued. The provisions of this Section shall apply to school districts, special education cooperatives and joint agreements, regional superintendents of schools, ~~and~~ nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Nonpublic Special Education Facilities) and certain other facilities pursuant to 23 Ill. Adm. Code 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code).

- a) An individual who wishes to receive a short-term emergency approval shall:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) hold an Illinois professional educator license endorsed for a teaching field or an educator license with stipulations endorsed for transitional bilingual educator (which need not be valid for the grade levels to be taught under the temporary emergency approval as otherwise required by Appendix A to 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision));
 - 2) present evidence of having completed college-level coursework encompassing a "survey of exceptional children" as well as any one of the three other areas required pursuant to 23 Ill. Adm. Code 226.810(b); and
 - 3) submit the required fee along with an application to the State Board of Education, on a form supplied by the Board, that:
 - A) includes a plan for the individual's acquisition of an LBS I approval by completing a supervised clinical experience that qualifies for college credit, as well as coursework covering:
 - i) diagnosis of, and the characteristics of children with, all the disabilities encompassed by the LBS I credential,
 - ii) methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential, and
 - iii) adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential; and
 - B) describes the supervision the individual will receive from an individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497 ~~of this Part~~.
- b) Each applicant's plan shall be validated by an authorized representative of the college or university that operates the approved teacher preparation program under whose auspices the applicant will complete necessary coursework.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- c) Each applicant's plan shall be validated by an authorized representative of the employing entity. In addition to verifying that the required supervision will be provided, this representative shall verify that the employing entity has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question and shall describe the entity's recruitment efforts in this regard.
- d) Approval of an individual's application shall be specific to the teaching assignment and employer described in the application but shall be transferrable to a new employer, provided that the conditions of subsection (c) ~~of this Section~~ are met by the new employer.
- e) Upon approval of an application by the State Superintendent of Education, the individual shall have three years, beginning with the next academic term, in which to complete the coursework described in subsection (a)(3)(A) ~~of this Section~~ and receive the LBS I endorsement under Section 25.43 ~~of this Part~~ following passage of the content-area test required for the endorsement. This three-year period shall not include intervals during which any of the following circumstances apply:
- 1) serious illness or the onset or exacerbation of a disability;
 - 2) care of an immediate family member during serious illness or disability;
 - 3) destruction of the licensee's dwelling; or
 - 4) other circumstances that cause the time the individual could otherwise devote to acquiring additional credentials to be taken up with other responsibilities that cannot be avoided without serious financial hardship or other family disruption (e.g., death of a spouse that results in the need to take a second job or assume operation of a business).
- f) An individual who experiences any of the circumstances discussed in subsection (e) ~~of this Section~~ may submit information to the State Superintendent of Education describing the situation. This information shall be accompanied by relevant evidence, such as a physician's statement, insurance claim, or other applicable documentation of the facts. The State Superintendent shall issue a response indicating the period of time for which the three-year deadline shall toll, which shall take into account the relationship of the academic term to the individual's circumstances.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- g) The short-term emergency approval shall not be renewed.
 - 1) An individual who does not obtain the LBS I endorsement within the time allotted shall not be assigned to a special education teaching position.
 - 2) An individual who does obtain the LBS I endorsement shall become subject to the provisions of Section 25.47 ~~of this Part~~.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)

This Section establishes requirements in addition to those set forth in Section 21B-50 of the School Code [105 ILCS 5/21B-50] for an institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C to provide an alternative approach to obtaining a professional educator license.

a) General Requirements

Each alternative educator licensure program shall:

- 1) Include a program of study that addresses the content enumerated in Section 21B-50(b)(1) of the School Code. For purposes of this subsection (a)(1), instruction relative to special education and reading shall meet the criteria set forth in Section 25.25(a)(1) of this Part and, for English language learners, the criteria found in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).
- 2) Provide two years of residency pursuant to Section 21B-50(b)(2) and (3) of the School Code during which the candidate is assigned to teach full time for two school years as the teacher of record or a co-teacher.
 - A) During the first school year of the residency, the program shall assign a mentor to each candidate. The mentor shall:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- i) hold a professional educator license and be employed by the school district where the candidate is serving his or her residency;
 - ii) have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor; and
 - iii) have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.
 - B) During the second year of residency, the program shall assign a teacher who meets the requirements of subsection (a)(2)(A) to serve as a coach for each candidate, providing consultation and support, as needed.
- 3) Involve a partnership of the institution or not-for-profit entity offering the alternative educator program with a public school district or nonpublic school that meets the criteria set forth in Section 21B-50(d) of the School Code. Candidates also may serve:
 - A) in the case of early childhood endorsements, in a position for which a professional educator license endorsed for early childhood is required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or
 - B) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code); or
 - C) in a charter school.
- 4) At the conclusion of the second year of residency, each program shall administer a comprehensive assessment to gauge the candidate's teaching effectiveness that is conducted by the principal of the school to which the candidate is assigned and the coordinator of the alternative educator

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

program appointed by the institution or not-for-profit entity. (See Section 21B-50(b)(4) of the School Code.)

- b) Candidate Qualifications
- 1) In order to enroll in the program, each candidate shall pass Illinois' test of basic skills and the content-area test for which licensure is sought, as required under Section 21B-30 of the School Code and Section 25.720. (See Section 21B-50(c)(5) of the School Code.)
 - 2) In order to participate in the first year of residency, the candidate shall:
 - A) apply for an educator license with stipulations endorsed for provisional alternative educator, which shall be issued upon the presentation of evidence of having met the requirements set forth in Section 21B-50(c) of the School Code and payment of the fee required under Section 21B-40 of the School Code; and
 - B) complete the course of study required under subsection (a)(1).
 - 3) In order to participate in the second year of residency, the candidate shall:
 - A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.115(e);
 - B) pass the Teacher Performance Assessment (TPA), except that candidates beginning their second year of residency in the 2015-16 school year shall be required to pass the TPA during that year (also see subsection (c)(5)); and
 - ~~C) pass the Assessment of Professional Teaching (APT) (also see subsection (c)(5)); and~~
 - C) be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(7)(C).
- c) Proposal Requirements

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) Each proposal shall describe the role and responsibilities of the institution or not-for-profit entity and of the school district or nonpublic school with which the institution or entity will partner. The proposal also shall identify the program coordinator to be assigned by the institution or entity to oversee the candidates in the alternative program.
 - A) The proposal shall include a plan to ensure that the program coordinator visits the classroom in which each candidate is placed for an average of one day a week during the school year.
 - B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall have had three years of teaching experience in any of the grades of prekindergarten through grade 12 in the 10 years immediately preceding his or her assignment to the position and meet the requirement for training under subsection (c)(8).
- 2) Each proposal shall describe the need for individuals holding the type of endorsements to be awarded upon program completion, including, but not limited to, evidence of a shortage of these types of educators (e.g., special education, math, science), either across the State or in certain geographical areas. If the shortage is specific to a certain area, describe the steps to be taken to attract candidates from that area of the State or to place candidates in positions in schools located there.
- 3) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.
- 4) For candidates who have not completed a major in the particular content area of the endorsement sought, as required under Section 21B-50(c) of the School Code, the institution or not-for-profit entity shall describe the process and criteria it will use to determine whether the coursework the candidate completed aligns to the standards for the content area of the endorsement and represents at least 32 semester hours of credit in that content area.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) Any transcript evaluation the program conducts pursuant to this subsection (c)(4) shall be provided to the State Superintendent for his or her approval.
- B) For candidates seeking an endorsement in early childhood, elementary or special education, a *major in the content area of one of the sciences* (Section 21B-50(c)(3) of the School Code) shall be understood to mean any of the physical or social sciences.
- 5) Each proposal shall provide an assurance that all candidates will be required to: ~~A) Beginning September 1, 2015, pass TPA prior to beginning the second year of residency, except as otherwise provided in Section 25.60(b)(3); and B) — pass the APT before proceeding to the second year of residency.~~
- 6) Each proposal shall describe the proposed course of study.
- A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C with regard to:
- i) *instructional planning*;
 - ii) *instructional strategies, including those meeting the criteria for instruction relative to special education, reading and English language learning set forth in Section 25.25(b) of this Part*;
 - iii) *classroom management*; and
 - iv) *the assessment of students and use of data to drive instruction.* (Section 21B-50(b)(1) of the School Code)
- B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- C) Each proposal shall describe the field experiences in which candidates will participate before beginning their first year of residency.
 - D) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the institution or not-for-profit entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the two-year teaching assignment. Each proposal shall state the criteria for the institution's or entity's determination of candidates' readiness.
- 7) Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts, early childhood or nonpublic special education facility, or charter school where candidates will practice. Each agreement shall address:
- A) the nature and intensity of the support to be provided to candidates by the mentor, as well as any experienced teachers and other staff members of the district, including:
 - i) the qualifications and experience of the mentor and any of the assisting teachers and staff;
 - ii) the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and
 - iii) the specific roles of the mentor and any assisting teachers and staff;
 - B) provisions enabling candidates to compensate for teaching time lost due to emergencies; and
 - C) the process and criteria to be used by the principal of the school where the candidate is placed and the program coordinator to

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

recommend the candidate's placement in a second year of residency. (Section 21B-50(b)(2) of the School Code)

- 8) Each proposal shall describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the second year of residency, which shall at a minimum meet the requirements set forth in 23 Ill. Adm. Code 50.120 (Professional Practice Components for Teachers) and be conducted by an individual who has successfully completed the prequalification process and passed the required assessment authorized by Section 24A-3 of the School Code [105 ILCS 5/24A-3]. The assessment methods shall be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:
- A) the roles of the principal and program coordinator who will participate in the evaluation of candidates;
 - B) assessment methods capable of demonstrating whether a candidate is:
 - i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
 - ii) skilled in managing and monitoring students' learning; and
 - C) the professional development process to be used either for those candidates who receive a "needs improvement" rating at the conclusion of the assessment process or in instances when the principal and program coordinator cannot agree, which shall address the candidate's weaknesses and deficiencies identified during the assessment and assist the candidate in making improvement during the third year of residency relative to those weaknesses and deficiencies. The option for professional development and a third year of residency shall not be afforded to any candidate who receives "unsatisfactory" ratings from both the principal and program coordinator or for anyone who receives an "unsatisfactory" rating from either the principal or program

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

coordinator and a "needs improvement" rating from either the principal or program coordinator.

- 9) Each proposal shall delineate any criteria, in addition to a candidate's receiving a rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(8), by which candidates will be recommended for the professional educator license endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.
- 10) Proposals shall be submitted to the State Board of Education and addressed as follows:

Alternative Educator Licensure Program
100 North First Street
Springfield, Illinois 62777

- d) Program Approval
 - 1) Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of the School Code shall be approved by the State Superintendent of Education pursuant to the requirements set forth in Section 25.145, in consultation with the State Educator Preparation and Licensure Board.
 - 2) *Any program offered by a not-for-profit entity also shall be approved by the Board of Higher Education. [105 ILCS 5/21B-50(b)]*
- e) *Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law. [105 ILCS 21B-50(b)]* A candidate successfully completing the program shall receive a professional educator license endorsed in the content area and grade levels of his or her residency practice upon application and payment of the fee required under Section 21B-40 of the School Code.
- f) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)

The requirements set forth in this Section apply to the receipt of an early childhood education endorsement issued for birth to grade 2.

- a) The endorsement for self-contained general education for early childhood education shall be affixed to the professional educator license.
- b) Each candidate for an early childhood education endorsement shall complete a 32 semester hour major in early childhood offered by an Illinois program approved for the preparation of early childhood education teachers pursuant to Subpart C. The program shall include:
 - 1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space); and
 - 2) coursework that addresses at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world).
- c) Each candidate shall complete field experiences and student teaching, as required under Section 25.620, that includes opportunities to work in at least two of the three early childhood age groupings of birth through age 3, age 3 through 5 years, and age 5 through 8 years.
- d) Any candidate completing an early childhood education program that meets the requirements of 23 Ill. Adm. Code 26.110(d) is eligible for a Gateways ECE Level 5 credential for two years after completing the program and may apply for the credential by using the process set forth at <http://www.ilgateways.com/en/credentials>. Candidates are not required to obtain the Gateways ECE Level 5 credential in order to receive the early childhood education endorsement under this Section.
- e) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.

(Source: Added at 39 Ill. Reg. 13722, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)

The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions on or before September 1, 2017 and has the elementary education endorsement issued by September 1, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2017, the requirements of this Section shall apply.

- a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to the professional educator license.
- b) Each candidate for an endorsement in self-contained general elementary education shall complete a 32 semester hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C ~~of this Part~~. The program shall include:
 - 1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space);
 - 2) coursework that address at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world); and
 - 3) a student teaching experience that meets the requirements of Section 25.620 ~~of this Part~~ for those candidates who will be receiving the professional educator license for the first time.
- c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.
- d) Additional elementary endorsements (e.g., elementary mathematics, elementary reading) may be added to the professional educator license endorsed for self-contained elementary education in accordance with the provisions of Section 25.37 of this Part.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.100 Teaching Endorsements on the Professional Educator License

Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed. Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were previously issued. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

- a) Content-specific endorsements (e.g., science – biology, social science – economics) shall be required in conjunction with some endorsements, as shown in Appendix E. Except in the case of foreign language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the content-specific endorsement. For example, a secondary science teacher with a content-specific endorsement for science – biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science – physics or science – chemistry.
- b) The provisions of subsection (a) do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science – biology) shall teach only biology and no other science content. An individual who wishes to teach other subjects in the same field or grade levels shall be required to apply for the relevant new endorsement in keeping with Section 21B-40 of the School Code and meet the applicable requirements of this Section.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- c) Endorsements at Time of Issuance of the Professional Educator License
- 1) Pursuant to Section 21B-25 of the School Code [105 ILCS 5/21B-25], each professional educator license *shall be specifically endorsed by the State Board of Education for each content area and grade-level range for which the holder of the license is qualified to teach and for which application has been made.*
 - 2) The professional educator license issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:
 - A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k);
or
 - B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.
- d) Certain endorsements or content-specific endorsements listed in Appendix E have no corresponding content-area test (see Section 25.710). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.
- 1) For an applicant who is receiving an Illinois professional educator license endorsed for a teaching field, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular content-specific endorsement, except that the requirements of subsection (k) shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.
 - 2) An applicant prepared out of state, or an applicant who is already licensed in Illinois and is seeking to add a new endorsement or a content-specific

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

endorsement in one of these subjects, other than an endorsement in safety and driver education, shall:

- A) present verification from an institution with an approved educator preparation program that he or she is prepared in the area covered by the endorsement or content-specific endorsement sought; or
 - B) present evidence of completion of 24 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.
- 3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (k).
- e) Addition of Endorsements to Currently Held Professional Educator Licenses
Individuals seeking to endorse currently held professional educator licenses shall apply for the endorsements, using ELIS, and pay the fee required under Section 21B-40 of the School Code [105 ILCS 5/21B-40].
- 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.
 - 2) An endorsement will be issued for any subject in which the individual:
 - A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k);
or
 - B) for other content areas not referenced in subsection (e)(2)(A), has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education (with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, for secondary endorsements) and has passed the applicable content-area test; any coursework to be considered (whether undergraduate or graduate level) shall be posted on the individual's official transcript.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- f) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (f)(1) through (4) relate to endorsements and content-specific endorsements in these fields based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260. (See Appendix E.)
- 1) An individual seeking to add an endorsement and a content-specific endorsement in either of these fields who does not already hold that endorsement with one of its other available content-specific endorsements shall be required to pass the content-area test for the content-specific endorsement sought and either:
- A) be recommended for the endorsement and the content-specific endorsement by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or
- B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:
- i) at least 12 semester hours of credit must have been earned in the subject area of the content-specific endorsement sought; and
- ii) some portion of the coursework completed must have addressed at least two additional content-specific endorsements within the field; and
- iii) in the case of the sciences, the coursework completed must have included both biological and physical science.
- 2) The requirement stated in subsection (f)(1) shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.
- 3) An individual may receive a subsequent content-specific endorsement in the same field if he or she has:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) passed the applicable content-area test and completed 12 semester hours of coursework in the subject area of the content-specific endorsement; or
 - B) completed a major in the content area of the content-specific endorsement.
- 4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004 may receive an endorsement and a content-specific endorsement in that field under the new structure by passing the content-area test for the content-specific endorsement sought and, effective with applications received on or after February 1, 2012, completing 12 semester hours of coursework in the subject area of the content-specific endorsement. He or she may then qualify for additional content-specific endorsements in the field pursuant to subsection (f)(3).
- g) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is a teacher whose assignment involves teaching reading to students. A reading specialist is a teacher whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.
- 1) Reading Teacher
This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:
- A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) and having been recommended for the endorsement by virtue of completing an approved reading teacher preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum involving clinical experience with two or more students and at two or more

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or

- B) having passed the applicable content-area test and having completed 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
- i) foundations of reading;
 - ii) content-area reading;
 - iii) assessment and diagnosis of reading problems;
 - iv) developmental and remedial reading instruction and support;
 - v) developmental and remedial materials and resources; and
 - vi) literature appropriate to students across all grade ranges.
- 2) Reading Specialist
- A) Each candidate for the reading specialist endorsement shall hold an Illinois professional educator license. The candidate also shall present evidence of and have at least two years of teaching experience either on the professional educator license in an Illinois school or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary or special K-12. Each candidate shall be eligible to receive the reading specialist~~this~~ endorsement on the professional educator license when he or she presents evidence of having completed the ~~required~~ teaching experience required under this subsection (g)(2)(A).
- B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- C) Each candidate shall have completed a K-12 reading specialist preparation program approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8) and secondary levels and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.
- D) Each candidate shall be required to pass the content-area test for reading specialist.
- h) Special provisions shall apply to endorsements and content-specific endorsements in foreign languages.
- 1) For individuals who are seeking a professional educator license for the first time, an endorsement for a specific foreign language may be placed on the license when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript and passed the applicable content-area test.
 - 2) For individuals who currently hold professional educator licenses with at least one endorsement for a foreign language, an endorsement for a different foreign language may be added when an individual has passed the applicable content-area test.
 - 3) For individuals who currently hold professional educator licenses endorsed in teaching fields other than foreign language, an endorsement for a foreign language may be added upon completion of 24 semester hours of college credit in the language, either as an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and passage of the applicable content-area

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

test. The endorsement issued shall be for only the grade levels for which the individual's professional educator license currently is endorsed. This subsection (h)(3) also is applicable to candidates seeking a professional educator license for the first time to be endorsed in a teaching field other than foreign language.

- 4) Section 25.95 sets forth additional provisions for licensure in foreign languages under specified circumstances.
- i) Requirements for Elementary, Middle Grades and Bilingual Education
 - 1) The requirements of Section 25.97, rather than the requirements [of this Section](#), shall apply to credentials and assignments in the elementary grades.
 - 2) The requirements of Section 25.99, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades.
 - 3) The requirements of 23 Ill. Adm. Code 1.780, 1.781 and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.
 - j) An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education that is aligned to 23 Ill. Adm. Code 27.470 (Technology Specialist), and has passed the relevant content-area test.
 - k) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level (as posted on the individual's official transcript), as defined by the institution offering the coursework, distributed as follows:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) 3 semester hours in injury prevention or safety;
 - 2) 12 semester hours in driver education that include:
 - A) driving task analysis (introduction to driver education);
 - B) teaching driver education in the classroom;
 - C) teaching the laboratory portion of the driver education course, including:
 - i) on-street teaching under the supervision of a qualified driver education teacher;
 - ii) the equivalent of at least one semester hour of preparation in and use of driving simulation; and
 - iii) the equivalent of at least one semester hour of preparation in and use of multiple-car programs; and
 - D) advanced driver education and emergency evasive driving;
 - 3) 3 semester hours in first aid and cardiopulmonary resuscitation; and
 - 4) 6 semester hours chosen in any combination from:
 - A) the use of technology in instruction;
 - B) safety issues related to alcohol and other drugs;
 - C) driver education for students with disabilities; and
 - D) any other safety-related area.
- 1) Special provisions shall apply to the issuance of endorsements for gifted education teachers and gifted education specialists. A gifted education teacher is a teacher whose assignment involves teaching gifted students. A gifted education specialist is a teacher whose assignment involves the provision of technical

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

assistance and/or professional development to other teachers and may also include teaching gifted students.

- 1) Gifted Education Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special K-12, or who receives an endorsement for some field other than gifted education, shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

 - A) having passed the applicable content-area test and having been entitled for the endorsement by virtue of completing an approved gifted education teacher preparation program that aligns to the standards set forth at 23 Ill. Adm. Code 27.490 (Gifted Education Teacher) that requires at least 24 semester hours of undergraduate or graduate coursework in gifted education at an institution that is recognized~~approved~~ to offer teacher preparation programs in Illinois pursuant to Subpart C; or
 - B) having passed the applicable content-area test and having completed 24 semester hours of undergraduate or graduate coursework in gifted education (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
 - i) characteristics of the field of gifted education as it pertains to gifted children, including their cognitive, creative and affective development;
 - ii) the wide range of ways in which a child is gifted; issues and practices in identifying and serving gifted children; and the manner in which assessment data shape decisions about identification, learning progress and outcomes; and
 - iii) theoretical and research-based data necessary for the development of programs, curriculum and instructional

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

~~sequences for gifted children, especially those serving gifted students from diverse populations, documented completion of a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or received recognition as a State Board approved gifted education seminar trainer, and has four years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools). The requirements of this subsection (1)(1)(B) shall apply to applications received on or before February 1, 2015. Applications submitted on or after February 1, 2015, shall be subject to each of the requirements set forth in subsection (1)(1)(A).~~

- 2) Gifted Education Specialist
- Each candidate for the gifted education specialist endorsement shall hold a professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special, and have at least two years of teaching experience on that license, or on a comparable out-of-state certificate or license, involving the education of gifted students. Each candidate shall be eligible to receive this endorsement on the professional educator license when he or she presents evidence of having completed the required teaching experience.
- A) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.
- B) Each candidate shall have completed a gifted education specialist preparation program for prekindergarten through grade 12 approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, of this Part that aligns to the standards set forth at 23 Ill. Adm. Code 27.495 (Gifted Education Specialist). The program shall include clinical experiences with five or more students in both prekindergarten through grade 8 and grades 9 through 12 and lead to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

with at least one student enrolled in prekindergarten through grade 8 and at least one student enrolled in grades 9 through 12 and may work with a student one on one or in a group. The clinical experience shall also include coaching or mentoring one or more teachers on the topic of gifted education. Each candidate shall have been entitled for the endorsement by the institution offering the program.

- C) Each candidate shall be required to pass the content-area test for gifted education specialist.
- D) An individual who qualifies for the gifted education specialist endorsement may receive the endorsement on his or her professional educator license for assignment in any of prekindergarten through grade 12.
- E) ~~An individual may receive the gifted education specialist endorsement without passing the test required under subsection (1)(2)(C) of the Section if he or she has met the requirements set forth in subsections (1)(2)(A), (B), and (D); has completed a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or received recognition as a State Board approved gifted education seminar trainer, and has four years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), provided that he or she submits an application for the gifted specialist endorsement no later than February 1, 2015. Individuals otherwise meeting the requirements of this subsection (1)(2)(E) whose applications are received on or after February 1, 2015, will be subject to each of the requirements of subsection (1)(2).~~
- m) Each individual, who is first assigned to teach a particular subject on or after July 1, 2004 based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area, shall have three years after the date of first assignment to meet those requirements and receive the relevant

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.230 Nationally Certified School Psychologist Requirements for the Certification of School Psychologists (Repealed)

An individual who is a Nationally Certified School Psychologist may qualify for a school support endorsement for school psychologist under the requirements of this Section, rather than the requirements set forth in Section 25.235 (Endorsement for School Psychologists).

- a) Each candidate shall hold valid national certification issued by the National Association of School Psychologists (<http://www.nasponline.org/index.aspx>).
- b) Each candidate shall meet the requirements for the professional educator license issued pursuant to Section 21B-20(1) of the School Code and Section 25.25 of this Part.
- c) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of the School Code. (See also 23 Ill. Adm. Code 23.130.)

(Source: Former Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section added at 39 Ill. Reg. 13722, effective October 5, 2015)

SUBPART E: REQUIREMENTS FOR THE LICENSURE OF
ADMINISTRATIVE AND SUPERVISORY STAFF**Section 25.337 Principal Endorsement (2013)**

- a) This endorsement is required for principals and assistant principals.
- b) A principal endorsement shall be affixed to a professional educator license provided that the candidate successfully completes each of the requirements

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code~~has completed a comparable approved program in another state or country or holds a comparable certificate or license issued by another state or country (also see Section 25.425 of this Part)~~. ~~For the purposes of this subsection (b), "comparable" means:~~

- ~~1) The out of state program is offered by an institution that has received approval under Subpart C to offer a principal preparation program (see 23 Ill. Adm. Code 30); or~~
- ~~2) The individual seeking the endorsement has had his or her coursework and preparation program reviewed by an institution approved to offer a principal preparation program in Illinois; has successfully completed any deficiencies in that preparation that the institution has identified, as applicable; and has been recommended for entitlement by that institution.~~

c) Each candidate shall have:

- 1) four years of teaching experience or, until June 30, 2019, working in the capacity of school support personnel in a public school or nonpublic school recognized by the State Board of Education [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), which must have been accrued while the individual held a valid professional educator license endorsed in a teaching field or, until June 30, 2019, a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or
- 2) four years of experience, which must have been accrued while the individual held a valid teaching or, until June 30, 2019, school support personnel certificate or license issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425.

d) For the purposes of Section 21B-25(2)(B) of the School Code [105 ILCS 5/21B-25(2)(B)], a candidate may qualify for the principal endorsement with *fewer than*

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

4 years of experience upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the School Code [105 ILCS 5/Art.24A] and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).

- 1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating in his or her three annual performance evaluations conducted.
- 2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, pursuant to Section 25.720(early childhood, elementary, secondary, special K-12 or special preschool-age 21) or for school support personnel.
- f) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code ~~[105 ILCS 5/21B-25]~~.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.360 Endorsement for Superintendent (Through August 31, 2019)

This endorsement, to be affixed to a professional educator license, is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.) No candidate shall be admitted to a superintendent endorsement program approved under this Section after August 31, 2016. Candidates who are enrolled shall complete the program and have the endorsement issued no later than September 1, 2019.

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

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C or have met the requirements specified in Section 21B-35(b-5) of the School Code ~~a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country~~ (also see Section 25.425 of this Part).
- c) In accordance with Section 21B-25(2)(D) of the School Code, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time in a general administrative position or as a principal, director of special education or chief school business official either:
- 1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:
 - A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or
 - 2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable in validity and educational and experience requirements (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)
- ~~d) A candidate's experience serving in a position other than principal for which the general administrative endorsement is required shall be accepted as qualifying the individual to receive the superintendent's endorsement, provided the application for the endorsement is submitted on or before August 31, 2014.~~
- de) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

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

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

SUBPART F: GENERAL PROVISIONS

Section 25.425 Individuals Prepared in Out-of-State Institutions

- a) In accordance with Section 21B-35 of the School Code, an applicant who has completed *a comparable state-approved education program* of another state or country may be granted an Illinois professional educator license endorsed in the area (i.e., teaching, administrative or school support personnel) that corresponds to the completed program if he or she meets all the generally applicable requirements of Article 21B of the School Code (e.g., age and good character) and the requirements for the license and the endorsement sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed and is aligned to the standards set forth in Section 25.115(e). A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education or a not-for-profit entity recognized under Subpart C.
- 1) The individual shall hold a bachelor's degree or higher from a regionally accredited institution of higher education and the degreed major or a constructed major must directly correspond to the license or endorsement sought and meet the requirements for that endorsement as set forth in Section 25.100. (Section 21B-35(a)(2) of the School Code)
 - 2) Each ~~out-of-state~~ applicant for an Illinois professional educator license endorsed in a teaching field who has not been entitled by an Illinois-approved institution of higher education must have completed a program that met the following requirements.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) For those who have completed traditional preparation programs, these requirements include:
- i) college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;
 - ii) ~~coursework~~ a minimum of one college course that is equivalent to at least 3 semester hours of credit in the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
 - iii) ~~a minimum of 6 semester hours of college coursework in the methods of reading and reading in the content area~~ (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(B) of this Part; and
 - iv) ~~coursework~~ a minimum of one college course that is equivalent to at least 3 semester hours of credit in instructional strategies for English language learners, which shall address bilingual education, English as a Second Language or English as a New Language methods (Section 21B-35(a)(5) of the School Code).
- B) For those who have completed preparation programs in a school support personnel field listed in Subpart D, these requirements include college coursework in:
- i) professional education, including an internship or equivalent experience;
 - ii) ~~ii)~~ the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- iii) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and
- iv) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsement).
- C) For those who are seeking an endorsement for principal, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.337.
- D) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree that directly corresponds to the endorsement sought and meets the requirements for that endorsement as set forth in Section 25.100, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program, as well as the coursework specified in subsection (a)(2)(A).
- 3) Each out-of-state applicant shall have passed each of the Illinois tests required for the professional educator license and the endorsement sought, as set forth in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720.
- 4) In accordance with Section 21B-30(f) of the School Code, beginning Beginning July 1, 2015, each ~~out-of-state~~ applicant who has not been entitled by an Illinois-approved institution of higher education for a professional educator license endorsed in a teaching field shall pass the TPA (see Section 25.720(e) of this Part). If the applicant has not met this requirement, he or she may:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) apply for an educator license with stipulations endorsed for the grade levels and content area of the endorsement sought, provided he or she holds a valid, comparable certificate or license from another state and has passed the test of basic skills and applicable content-area test required by Section 21B-30 of the School Code and Section 25.720 of this Part, and complete the TPA while employed as a teacher in an Illinois school district; or
- B) enroll in the student teaching portion of an educator preparation program offered by an Illinois institution of higher education approved to offer a program pursuant to Subpart C of this Part, during which time the TPA shall be completed; or
- C) for purposes of meeting both the requirements of Section 21B-30(f) of the School Code and this subsection (a)(4), an applicant who provides~~provide~~ evidence with his or her application of having at least three years of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.
- b) An individual may receive additional endorsements on a professional educator license endorsed for teaching by meeting the applicable requirements of Sections 25.37 and 25.100.
- c) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service whose evaluations are accepted by the State Board pursuant to subsection (d) to determine if the candidate has met the requirements of Section 21B-35(b) of the School Code, including the coursework required under subsection (a)(2)(A).
- 1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
- 2) The transcript provided by the service pursuant to subsection (c)(1) shall

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

be reviewed to determine whether the individual qualifies for a professional educator license and the endorsements for which application was made; if so, he or she shall receive the license and the endorsements indicated by the coursework completed.

- 3) If the review of the individual's transcript indicates that he or she does not qualify for a professional educator license and the endorsements for which application was made, he or she shall receive a notification of the deficiencies for the license and the endorsement requested.
- d) Evaluation services shall be approved to review foreign credentials for purposes of Illinois licensure if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.
- e) If either ~~an out-of-state~~ candidate who has not been entitled by an Illinois-approved institution of higher education or an applicant from another country has not met one or more of the criteria to receive a professional educator license and endorsements for which he or she has applied, the candidate may apply and qualify for an educator license with stipulations endorsed for provisional educator if he or she meets the requirements of Section 21B-20(2)(A) of the School Code, including passage of the Illinois test of basic skills and any Illinois content-area test required for each endorsement sought, as required by Section 21B-30 of the School Code and Section 25.720 of this Part, either prior to or within one year after issuance of the educator license with stipulations endorsed for provisional educator. (See Section 21B-20(2)(A) of the School Code.)
- 1) Applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education~~Out-of-state applicants~~ shall not receive a provisional educator endorsement on the educator license with stipulations *if the person completed an alternative licensure program in another state, unless the program has been determined to be equivalent to Illinois program requirements.* (Section 21B-20(2)(A) of the School Code)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 2) Applicants shall be eligible for~~An individual with~~ an educator license with stipulations endorsed for provisional educator, ~~shall not serve either as a principal or superintendent, provided that they meet the requirements of an assistant principal. (See Section 21B-35(b-5)(1) and (3) of the School Code regarding completion of a program approved by another state or country and issuance of a certificate or license in a teaching field.)~~
- 3) The educator license with stipulations endorsed for provisional educator shall be issued only once, valid until June 30 immediately following two years after the license being issued, unless the licensee, during the time in which he or she held the provisional endorsement:
- A) passed the test of basic skills and the applicable content-area test, as required under ~~(See Section 21B-20(2)(A)(ii) of the School Code; and.)~~
- B) did not work in a public school or nonpublic school recognized by the State Board of Education pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) at any time during the validity period of the educator license with stipulations endorsed for provisional educator.
- 4) An applicant may request one or more endorsements when he or she initially applies for the educator license with stipulations endorsed for provisional educator and pay only one fee required under Section 21B-40 of the School Code. Additional endorsements may be requested following issuance of the educator license with stipulations upon application and payment of the fee required under Section 21B-40; however, the date of approval of any additional endorsements shall not extend the validity period of the educator license with stipulations.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.427 ~~One-Year Limitation~~ on Evaluation or Entitlement

- a) An evaluation for purposes of issuing any educator license or an additional endorsement on a currently held license will be binding on the State Board of Education for only two full fiscal years~~one calendar year~~ after it is given.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- b) A recommendation for licensure or endorsement of a candidate by entitlement shall be valid for only one calendar year after its issuance by the institution.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.430 Short-Term Authorization for Positions Otherwise Unfilled~~Institutional Approval (Repealed)~~

Subject to the provisions of this Section, an entity that is required to employ educator licensed teachers may receive short-term authorization to employ an individual who does not hold the qualifications required for certain vacant teaching positions when the employing entity has been unable to recruit a fully qualified candidate for that position.

a) Applicability

- 1) The short-term authorization described in this Section shall be available with respect to:
- A) individuals who lack full qualifications in a content area; or
 - B) until January 31, 2018, individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)).
- 2) The short-term authorization described in this Section shall not be available with respect to:
- A) special education teaching positions;
 - B) individuals who lack the required grade level endorsements for the assignment in question; or
 - C) situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.
- b) The employing entity shall apply for short-term authorization by filing with the regional superintendent:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) a description of the vacant position, including the subject area and the grade level;
- 2) evidence of the entity's inability to fill the position with a fully qualified individual, except as limited by subsection (a)(2)(C);
- 3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
- 4) the name and Illinois Educator Identification Number (IEIN) of the individual the entity wishes to employ for the position, as well as a list of the license numbers and content-area and grade level endorsements held by that individual;
- 5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;
- 6) one of the following:
 - A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C that leads to educator licensure in the content area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or
 - B) a written assurance from the licensure officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or
 - C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed, or
 - D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100) within three school years after the issuance of authorization under this Section.
- c) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:
- 1) holds a professional educator license that is valid for the grade level of the proposed assignment;
 - 2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and
 - 3) has filed the statement of intent required under subsection (b)(7).
- d) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term authorization for the named individual to teach in the specific position for which the application was made.
- 1) The letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such, it shall not be transferable to any other individual, employing entity or teaching assignment.
 - 2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent's letter on file and make it available for inspection by representatives of the State Board of Education upon request.
- e) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 immediately following the third full year after the authorization was issued.
- f) After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the content area for which approval was granted unless he or she has received an endorsement for that content area.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

(Source: Former Section repealed at 28 Ill. Reg. 8556, effective June 1, 2004; new Section added at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21B-70 of the School Code [105 ILCS 5/21B-70] shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (a) ~~of this Section~~). For purposes of this Section, "State Superintendent of Education" means the State Superintendent or a designee. When permitted or required by the State Superintendent, documentation called for in this Section may be submitted via electronic means.

- a) When the funding available in any fiscal year is inadequate to cover all the payments requested by "qualified educators", as defined in Section 21B-70(a) of the School Code, payments shall be paid on a first-come, first-served basis, regardless of the type of payment being requested, but shall be subject to any limitations established for a particular payment type ~~in accordance with the priorities established~~ under Section 21B-70 of the School Code. Therefore, although a qualified educator, as defined in Section 21B-70(a) of the School Code, is someone who meets the requirements for a particular payment, not all qualifying educators in any given year will be assured of receiving the applicable payments.
- b) A qualified educator shall qualify for a payment as called for in Section 21B-70(c)(1), (c)(2) or (c)(3) of the School Code when he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, as the individual originally assigned to a full-year, full-time position whose functions:
 - 1) are specifically authorized by the grade levels and content-area endorsements on his or her professional educator license ~~a teaching certificate~~ and include the provision of instruction to students; or
 - 2) are specifically authorized by a school support service ~~personnel endorsement certificate endorsed~~ for school counselor on a professional educator license ~~counseling~~ and include the provision of counseling services to students.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- c) A qualified educator shall qualify for one or more incentive payments under Section 21B-70~~(e)(4) or~~ (c)(5) of the School Code for each year during which:
- 1) he or she is either:
 - A) employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a full-year, full-time position whose functions meet the requirements of subsection (b)~~(1)(A)~~, as verified by the employer using a format specified by the State Superintendent of Education; or:
 - i) ~~the functions are specifically authorized by a teaching certificate and include the provision of instruction to students; or~~
 - ii) ~~the functions are specifically authorized by a school service personnel certificate endorsed for school counseling and include the provision of counseling services to students; or~~
 - B) retired (i.e., drawing an annuity from either the Teachers' Retirement System of the State of Illinois pursuant to Article 16 of the Illinois Pension Code [40 ILCS 5/Art. 16] or the Public School Teachers' Pension and Retirement Fund – Cities Over 500,000 Inhabitants pursuant to Article 17 of the Illinois Pension Code [40 ILCS 5/Art. 17]); and
 - 2) he or she *agrees, in writing*, using a format prescribed by the State Superintendent of Education, *to provide at least 30 hours of mentoring or National Board for Professional Teaching Standards (NBPTS) professional development or both during the school year to classroom teachers or school counselors* as described in Section 21B-70~~(e)(4) or~~ (c)(5) of the School Code. (Section 21B-70~~(e)(4) or~~ (c)(5) of the School Code)
- d) Requirements for Professional Development and Assistance to NBPTS Candidates

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) As verification that he or she qualifies for the applicable incentive payment, a qualified educator who provides professional development to new or experienced teachers or school counselors under subsection (c) ~~of this Section~~ shall submit to the State Superintendent of Education a written log of the assistance provided, using a format specified by the State Superintendent, demonstrating that he or she addressed one or more of the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) as relevant to the classroom-based needs of the recipient teachers, or one or more of the standards set forth in 23 Ill. Adm. Code 23.110 (Standards for the School Counselor), as applicable. Each recipient of professional development shall be identified by name, shall be working in an Illinois public educational setting, and shall sign the log as verification of the dates and hours of service indicated.
 - 2) As verification that he or she qualifies for the applicable incentive payment, a qualified educator who assists other Illinois educators in preparing for certification by the National Board for Professional Teaching Standards under subsection (c) ~~of this Section~~ shall submit to the State Superintendent of Education a written log of the assistance provided, using a format specified by the State Superintendent. This record shall identify the activities performed and verify that these activities addressed specific requirements candidates must meet for NBPTS certification.
- e) Requirements for Mentoring or NBPTS Professional Development
- 1) Mentoring or professional development provided in accordance with subsection (c) ~~of this Section~~ shall be conducted either:
 - A) as part of and in conformance with a mentoring or professional development program formally established by a school district; or
 - B) under the terms of a written agreement among the mentor, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipients, and those recipients, that describes the goals of the mentoring or professional development, the duration of the mentor's involvement, and the amount of time expected to be devoted to each recipient.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 2) Mentoring or professional development may be provided to recipients either individually or in groups, provided that the mentor must address areas of practice relevant to the needs of each recipient.
- 3) An individual who provides mentoring or professional development under this Section shall notify his or her employing district (if different from that of the recipients) to this effect and, as verification that he or she qualifies for the applicable incentive payment, shall submit to the State Superintendent of Education a written log that:
 - A) meets the requirements of subsection (d)(1) ~~of this Section~~; and
 - B) discusses how the mentoring or professional development was related to the academic needs of the recipient teachers' students or the needs of the students served by the recipient counselors, as applicable.
- f) ~~Educator licensed~~Certified teachers shall receive incentive payments only for providing mentoring and professional development to other teachers, and ~~educator licensed~~certified school counselors shall receive incentive payments only for providing mentoring and professional development to other school counselors. ~~—A qualified educator may qualify for any combination of the payments discussed in Section 21B-70(c)(4) or (c)(5) of the School Code, as applicable, provided that the logs submitted by the individual demonstrate that no portion of the individual's service to other teachers or school counselors is counted toward more than one incentive payment.~~
- g) Instructional Leadership Training
In any fiscal year in which money remains after funding the categories in subsections (a) through (c), the State Superintendent of Education shall announce no later than June 1 the amount of funding that will be devoted to training for qualified educators. The announcement shall indicate the:
 - 1) specific purposes, from among those specified in Section 21B-70, of the training to be conducted;
 - 2) amount of any stipend awarded for participating in the training;

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 3) [limitations on the qualified educators who may participate \(e.g., school demographics, including student characteristics and achievement levels; school district location\); and](#)
- 4) [process a qualified educator would use to apply for a stipend under this subsection \(g\).](#)

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.450 Lapsed Licenses

- a) A lapsed license is a professional educator license or an educator license with stipulations endorsed for career and technical educator for which renewal requirements have not been completed by September 1 of the year in which it expired, or a professional educator license or an educator license with stipulations endorsed for paraprofessional educator that has not been registered for a period of six or more months since the expiration of its last registration. For purposes of this Section, the licenses listed in subsections (a)(1) through (3) do not lapse.
 - 1) A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.
 - 2) A substitute teaching license issued under Section 21B-20(3) of the School Code.
 - 3) An educator license with stipulations issued under Section 21B-20(2) of the School Code endorsed in an area other than career and technical educator or paraprofessional educator.
- b) In accordance with Section 21B-45(a) of the School Code, a lapsed license shall be immediately (i.e., within six months) reinstated if the individual pays any back fees, including all registration fees, that he or she owes and either:
 - 1) pays a \$500 penalty or, if the individual holds only an educator license with stipulations endorsed for paraprofessional educator, a \$150 penalty; or
 - 2) provides evidence of *completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area*

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

that most aligns with one or more of the educator's endorsement areas [105 ILCS 5/21B-45(b)], ~~which shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3) of this Section.~~ For the purposes of this subsection (b)(2)(a)(2):

- A) coursework shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3):
 - B) coursework may include content or methods classes for cross-categorical special education, reading, English language learners (i.e., bilingual education, English as a Second Language or English as a New Language); and
 - C) the validity period for any coursework used for license reinstatement shall expire on September 1 immediately following the fifth full year after the date of the coursework's completion.
- 3) for those licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements, completes all outstanding professional development activities required for renewal.
- c) The penalty referenced in subsection (b)(1) ~~of this Section~~ cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:
- 1) if the license expired due to failure to pay registration fees and the license has not yet lapsed;
 - A) waiting six months before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or
 - B) paying all registration fees owed; or
 - 2) if the license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration fees owed.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

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

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section 25.510 Endorsement for Paraprofessional Educators

- a) The term "paraprofessional" educator shall be used to refer to the noncertificated personnel authorized by Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18] to be employed to assist in instruction and who are required under Section 21B-20(2)(J) of the School Code to hold an educator license with stipulations endorsed for paraprofessional educator, except that the following individuals are not subject to this Section:
- 1) Any individual whose paraprofessional approval was continued after June 30, 2013, in accordance with the provisions of Section 25.15 (Types of Licenses; Exchange), subject to any limitations of his or her approval;
 - 2) Any individual who holds an educator license indicative of completion of at least a bachelor's degree; and
 - 3) Any individual who holds an educator license with stipulations endorsed for career and technical educator (see Section 25.70).
- b) Beginning July 1, 2013, each paraprofessional educator shall be of good character, as defined in Section 21B-15 of the School Code. Each paraprofessional educator shall be subject to that portion of Section 24-5 of the School Code [105 ILCS 5/24-5] that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). ~~Each paraprofessional educator shall hold a high school diploma or its recognized equivalent.~~ To receive an educator license with stipulations endorsed for paraprofessional educator, an individual shall:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or
 - 2) hold an associate degree from a regionally accredited institution of higher education; or
 - 3) [hold a high school diploma or its recognized equivalent and](#) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the SEPLB; or
 - 4) [hold a high school diploma or its recognized equivalent and](#) pass the WorkKeys[®] assessment offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB.
- c) Revocation or Suspension of Approval or Licensure or other Permissible Sanction
- 1) Revocation, suspension or other permissible sanction may be initiated by the State Superintendent with respect to a paraprofessional approval or an educator license with stipulations endorsed for paraprofessional educator for any of the bases set forth in Section 21B-75(b) of the School Code [105 ILCS 5/21B-75(b)] and any of these actions shall be governed by, and conducted in accordance with, 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings). The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law [735 ILCS 5/Art. III].
 - 2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a paraprofessional or an educator license with stipulations endorsed for paraprofessional educator has been convicted of any offense as defined in Section 21B-80 of the School Code [105 ILCS 5/21B-80], the State Superintendent shall forthwith revoke the individual's approval or license. The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.550 Approval of Educational Interpreters

Each educational interpreter who serves students with hearing loss in the public schools shall be of good character, as defined in Section 21B-15 of the School Code. Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). Each educational interpreter shall hold a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or oral transliteration~~for cued speech interpreting~~. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the School Code for those applicants who hold a professional educator license and evidence that he or she meets the requirements applicable to the type of approval sought.

- a) Approval Criteria
 - 1) Each applicant for approval as an educational interpreter either for sign language interpreter or oral transliteration~~cued speech interpreter~~ shall:
 - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or
 - B) hold an associate's degree issued by a regionally accredited institution of higher education; or
 - C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the Illinois State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b); or
 - D) hold a high school diploma or its recognized equivalent and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID).
 - 2) Each applicant for approval as a sign language interpreter also shall have:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA); or
 - B) maintained a valid certification from the RID; or
 - C) maintained a valid Illinois Board for Evaluation of Interpreters (IL BEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission.
- 3) Each applicant for approval ~~for oral transliteration as a cued speech interpreter~~ also shall have attained Transliteration Skills Certification at Level 3 or above.
- 4) If the applicant is unable to provide evidence of meeting one of the criteria set forth in subsection (a)(2), a one-time, interim approval shall be granted if each of the following conditions are met. The interim approval is valid until June 30 following two years of the approval being issued. The provisions of this subsection (a)(4) shall not apply to individuals who held initial approval issued prior to June 30, 2013.
- A) The applicant shall provide evidence of meeting one of the criteria listed in subsection (a)(1).
 - B) The applicant shall have attained a rating of at least Level 3.0 on the EIPA.
- b) **Validity; Renewal**
Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 clock hours of professional development activities.
- c) **Continuing Professional Development**
- 1) An individual may accrue clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) are designed to improve the skills and knowledge of interpreters for the deaf; or
 - B) are organized by an entity that is approved pursuant to Section 25.855 and address educational concerns.
- 2) An individual may accrue the required clock hours for continuing professional development by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. Clock hours will be credited based on 1 semester hour of college coursework being equivalent to 15 clock hours of professional development activities.
- 3) Evidence of Completion
- A) Each individual who will be required to complete professional development as a condition of renewal shall electronically sign a statement of assurance in ELIS attesting to completion of the required activities. For any activity completed under subsection (c)(1), the individual shall retain the evidence of completion form provided by the entity organizing the event.
 - B) As evidence of completion of college coursework, the individual shall retain a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.
 - C) An educational interpreter who earned continued professional development units (CPDUs) on or before June 30, 2014 shall have those CPDUs converted to clock hours in accordance with Section 25.800(d).
- d) **Revocation or Suspension of Approval or other Permissible Sanction**
The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.710 Definitions

For the purposes of this Subpart, the following definitions apply:

"Passing raw score" is the minimum number of multiple choice items that must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

"Re-scoring" means the process of reviewing an examinee's answers and the scores assigned to them to confirm that a test score reported to an examinee is the score earned by him or her.

"Retake" is the opportunity for a person who has taken a test of the Illinois Licensure Testing System at one test administration to take the test in the same area as given at subsequent administrations.

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. For the content-area tests and tests of language proficiency, the minimum scaled score is 100, the maximum score 300, and the passing score 240. For the assessment of professional teaching, the basic skills test, and any new content-area test first administered after December 31, 2002, the minimum scaled score is 100, the maximum score 300, and the passing score 240.

"Subarea score" is the scaled score for the subset of test items on a content-area test that measures specific content, and, for any test administration for which scores are reported before September 30, 2010, the "subarea score" is the scaled score for each subset of test items on the basic skills test that measures specific content in reading comprehension, writing, language arts and mathematics.

"Test" or "Tests" refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, the content-area tests and the teacher performance assessment for the Illinois Licensure Testing System (ILTS).

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

The Illinois Licensure Testing System shall consist of the following tests. Beginning with score reports issued after September 30, 2010, "test" or "tests" will also refer to subtests (reading comprehension, writing, language arts and mathematics) of the basic skills test.

Agricultural Education

~~Assessment of Professional Teaching (through August 2014)~~

~~Early Childhood~~

~~Elementary~~

~~Secondary~~

~~Special~~

Assessment of Professional Teaching (prekindergarten through grade 12) (~~through August 31, 2020~~~~required beginning September 1, 2014~~)

Basic Skills (through April 2012)

Reading Comprehension

Language Arts

Mathematics

Writing

Business, Marketing, and Computer Education

Chief School Business Official

Computer Science

Dance

Director of Special Education (required beginning July 1, 2005)

Drama/Theatre Arts

Early Childhood Education

Early Childhood Special Education

Elementary/Middle Grades (K-9) (through August 31, 2017)

~~Elementary Education (1-6) (February 2016)~~

~~Language and Literacy~~

~~Mathematics~~

~~Science and Social Science~~

~~Fine Arts, Physical Development and Health~~

English Language Arts

English Language Proficiency

English as a New Language

Family and Consumer Sciences

Foreign Languages

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Arabic (available in September 2008)

Chinese (Cantonese or Mandarin)

French

German

Hebrew

Italian

Japanese

Korean

Latin

Russian

Spanish

General Administrative (Principal) (through June 30, 2014)

Gifted Education Teacher (beginning September 2014)

Gifted Education Specialist (beginning September 2014)

Guidance (through June 30, 2005)

Health Education

Health Careers

Learning Behavior Specialist I

Learning Behavior Specialist II/Behavior Intervention Specialist

Learning Behavior Specialist II/Bilingual Special Education Specialist

Learning Behavior Specialist II/Curriculum Adaptation Specialist

Learning Behavior Specialist II/Deaf/Blind Specialist

Learning Behavior Specialist II/Multiple Disabilities Specialist

Learning Behavior Specialist II/Technology Specialist

Learning Behavior Specialist II/Transition Specialist

Library Information Specialist

Mathematics

[Middle Grades \(5-8\) \(February 2017\)](#)

[Middle Grades \(5-8\) Language Arts \(February 2017\)](#)

[Middle Grades \(5-8\) Mathematics \(February 2017\)](#)

[Middle Grades \(5-8\) Social Science \(February 2017\)](#)

[Middle Grades \(5-8\) Science \(February 2017\)](#)

Music

Physical Education

Principal (beginning May 1, 2013)

Reading Teacher

Reading Specialist

School Counselor (beginning July 1, 2005)

School Nurse

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

School Psychologist
School Social Worker
Sciences
 Biology
 Chemistry
 Earth and Space Science
 Environmental Science
 Physics
Social Sciences
 Economics
 Geography
 History
 Political Science
 Psychology
 Sociology and Anthropology
Special Education General Curriculum (available May 1, 2005)
Speech-Language Pathologist: Nonteaching
Speech-Language Pathologist: Teaching
Superintendent
Teacher of Students who are Blind or Visually Impaired
Teachers of Students who are Deaf or Hard of Hearing
Technology Education
Technology Specialist
 Test of Academic Proficiency (i.e., Illinois' test of basic skills)
 (February 2012)
 Reading Comprehension
 Language Arts
 Mathematics
 Writing
TPA (required beginning September 1, 2015)
Transitional Bilingual Education – Language Proficiency
 Arabic
 Assyrian
 Bosnian
 Bulgarian
 Burmese
 Cantonese
 Filipino
 Greek

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Gujarati
Hindi
Japanese
Korean
Lao
Lithuanian
Malayalam
Mandarin
Nepali
Polish
Russian
Serbian
Spanish
Telegu (Telugu)
Ukrainian
Urdu
Vietnamese
Visual Arts

"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written or oral response.

"Test objective" is a statement of the behavior or performance measured by test items.

"Unauthorized aids" are materials and devices that candidates are prohibited from bringing to a test administration. These include notes, calculators, calculator watches, calculator manuals, cellular phones, electronic communication devices, visual or audio recording or listening devices, and any other items whose use may compromise the security or validity of a test. However, any material or device that is permitted as part of an accommodation arranged pursuant to Section 25.740 shall not be considered an unauthorized aid. Furthermore, a calculator shall not be considered an unauthorized aid when its use is authorized pursuant to the current ILTS registration bulletin and the contractor's web site.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.715 Test Validation

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

The State Board of Education will validate all tests as part of the Illinois ~~Licensure~~Certification Testing System, using reviews of test objectives and test items by committees of Illinois educators and a survey of Illinois educators to determine the relationships of these objectives to the knowledge required by entry-level Illinois educators in order to perform their jobs. All validation procedures will conform to the accepted professional standards promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association, as presented in the "Standards for Educational and Psychological Testing" (~~2014~~1999) published by the American Educational Research Association, ~~1430 K-1230-17th~~ Street, N.W., Suite 1200, Washington, D.C. ~~2000520036~~. No later amendments to or editions of these standards are incorporated ~~by this rule~~.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.717 Test Equivalence

- a) The State Board of Education will implement the following procedures to maintain uniformity in the difficulty level of each form of the basic skills test, each ~~form of the assessment of professional teaching, each~~ language proficiency test, and each ~~content-area tests~~subject matter knowledge test from test-to-test and from year-to-year. These procedures will conform to the accepted professional standards for test score comparability and equating promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association as presented in the "Standards for Educational and Psychological Testing" (~~2014~~1999) published by the American Educational Research Association, ~~1430 K-1230-17th~~ Street, N.W., Suite 1200, Washington, D.C. ~~2000520036~~. No later amendments to these standards are incorporated by this subsection.
- b) To achieve uniformity of test form difficulty, all test content advisory committees (see Section 25.715) shall be given identical orientation and training sessions throughout each step in test development and in standard setting. As a further measure to maintain test equivalence, when a new test form is produced, new items shall be matched to the items they are replacing in terms of average item difficulty statistics. Following the administration of a new test form, test scores for new test forms shall be made comparable in difficulty with the test scores on the previous test form by statistical test equating. The method to be used is set forth in Appendix A.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.720 Applicability of Testing Requirement and Scores

- a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- b) **Basic Skills Test**

Except as provided in subsections (b)(1) and (2), each candidate seeking an Illinois license (professional educator license or certain educator licenses~~license~~ with stipulations), whether it is his or her first license or a subsequent license, shall be required to pass a test of basic skills authorized under Section 21B-30 of the School Code [105 ILCS 5/21B-30]. Further, Section 21B-30(c) of the School Code requires candidates in teacher preparation or school support personnel preparation programs to pass this test *prior to starting their student teaching or starting the final semester of their internship.*

 - 1) A person who has passed the Illinois test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C or as a condition of participation in student teaching or an internship shall not be required to retake that test when seeking any subsequent endorsements or other educator licenses.
 - 2) A person who has passed the Illinois test of basic skills and has been issued an Illinois educator license or any subsequent endorsement on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent endorsements or other educator licenses.
 - 3) A person who has passed another state's or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)
 - 4) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, language arts, mathematics and writing.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.
- B) Scores on basic skills subtests can be "banked", and an individual will not be required to take a subtest again once he or she has achieved a passing score on that subtest.
- 5) In lieu of passing the Illinois test of basic skills, a candidate in an Illinois educator preparation program or applicant for an educator license may submit for consideration his or her composite score ~~from~~ either from the ACT[®] or the SAT[®], provided that either test must include a writing component.
- A) The State Superintendent shall announce and post on the State Board's website ~~no later than August 1, 2012~~ the minimum composite score on each test that will be accepted under this subsection (b)(5). Should any of the minimum scores be modified, the State Superintendent shall inform licensure officers no later than January 1 of the score to be used and shall modify the State Board's website accordingly.
- i) The minimum composite score to be used for the ACT[®] shall be the average of the college-readiness benchmarks established by ACT[®] and posted at <http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>, rounded up to the next whole number.
- ii) The minimum writing score for the ACT[®] shall be the combined English/Writing score found at <http://www.actstudent.org/writing/combined.html>, which will be identified by using the ACT[®] English score identified as the college-readiness benchmark and posted at <http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/> and the ACT[®] writing score that is the same as the passing score for the writing subtest of the Illinois test of basic skills determined in accordance with Section 25.760.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- iii) The minimum composite score for the SAT[®] shall be the single score identified by ACT[®] as comparable to the ACT[®] score identified pursuant to subsection (b)(5)(A)(i) and posted at <http://www.act.org/solutions/college-career-readiness/compare-act-sat/>.
 - iv) The minimum writing score for the SAT[®] shall be the single writing score identified by ACT[®] as comparable to the ACT[®] English/Writing score identified pursuant to subsection (b)(5)(A)(ii) and posted at <http://www.act.org/solutions/college-career-readiness/compare-act-sat/>.
- B) The candidate or applicant may apply to the State Board of Education for consideration of his or her ACT[®] or SAT[®] results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT[®] or the College Board to send an official score report of his or her composite score and English/Writing or single writing score, as applicable, to the address provided on the application form.
- ~~6) Except as provided in subsections (b)(1) and (b)(2), no score on the Illinois test of basic skills, including any scores from the ACT[®] or SAT[®] permitted to be used under subsection (b)(5), shall be more than 10 years old at the time a candidate begins student teaching or the second semester of the internship component of an educator preparation program or applies for any license issued, as may be required under Section 21B-20 of the School Code.~~
- c) Content-Area Tests
- 1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the School Code; also see Section 25.710). Further, Section 21B-30(d) of the School Code requires

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

passage of this test before a candidate begins student teaching or begins serving as a teacher of record. No waivers or exemptions are available.

- 2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the School Code, in order to qualify for an educator license with stipulations endorsed for transitional bilingual educator, and received that license shall not be required to retake that test in order to qualify for a bilingual education credential on another professional educator license received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program also shall ~~also~~ not be required to retake that test.
- d) Assessment of Professional Teaching (APT) (Through August 31, 2020)
In order to complete an educator preparation program, each candidate who has completed his or her student teaching by August 31, 2015 and is seeking his or her first Illinois professional educator license endorsed in a teaching field shall be required to pass the APT relevant to the endorsement sought (see Section 25.710). ~~A candidate seeking a subsequent endorsement on a professional educator license must also pass the APT relevant to the endorsement sought, unless he or she either:~~
- ~~1) has already passed an APT that encompasses the grade levels of the subsequent endorsement sought; or~~
 - ~~2) already holds another Illinois professional educator license endorsed in a teaching field that encompasses the grade levels of the endorsement sought.~~
- e) Teacher Performance Assessment (TPA)
Beginning September 1, 2015, each candidate completing an educator preparation program in a teaching field shall be required to pass the TPA, except as otherwise provided in subsection (d) (see Section 21B-30(f) of the School Code).
- 1) Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate's student teaching experience.
 - 2) a person who has successfully completed an evidence-based assessment of teacher effectiveness, as required under this subsection (e), at the time of

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

~~*initial certification or licensure in another state or country shall not be required to complete the TPA. (See Section 21B-35 of the School Code.) No later than July 1, 2013, each recognized institution offering an approved teacher preparation program shall begin using the TPA with at least some of its students; however, before September 1, 2015, an institution shall not require passage of the TPA as a condition for program completion for students participating in any limited implementation required under this subsection (c)(2) unless the institution requires that all candidates pass the assessment.*~~

- f) Except as provided in ~~subsections~~ ~~(c)(2) and (d)(1)~~, for each person seeking an Illinois license, no passing score on a content area test or the APT may be more than 10~~five~~ years old at the time application is made. (See Section 21B-30 of the School Code.) The 10~~five~~-year period shall be calculated from the date the test was taken to the date of receipt of the application by the State Board of Education. Scores more than 10~~five~~ years old will not be accepted as part of an application. ~~4) The 10~~5-year period discussed in this subsection (f) shall apply to each score that forms part of an application received on or after July 16, 2015, as well as any applications pending on, or for which an evaluation is valid as of, that date~~1, 2012. 2) The five-year period discussed in this subsection (f) shall also apply to each score that forms part of an application that is pending as of June 30, 2012, and to each score that forms part of an application for which an evaluation is still valid as of that date pursuant to Section 25.427.~~
- g) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.
- h) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a computer-based test or subtest of the Illinois test of basic skills may retake that test or specific subtest by computer after no fewer than 30~~60~~ days but also may retake that test or specific subtest during any subsequent, regularly scheduled administration of the test or subtest in paper-and-pencil format.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.728 Use of Test Results by Institutions of Higher Education

- a) Each institution shall use the content-area tests in the disciplines relevant to individuals' program completion as provided in Section 21B-30(d) of the School Code.
- b) An institution shall have the option of ~~using the Illinois Licensure Testing System's assessment of professional teaching (APT) as a requirement for candidates' progression among the components of a program or~~ requiring passage of the TPA before awarding credit for student teaching. (Also see Section 25.720 for the requirements that apply.) An institution may also require passage of the Illinois test of basic skills earlier in a preparation program than is required under Section 21B-30(c) of the School Code.
- c) In using any test that forms part of the Illinois Licensure Testing System, institutions shall abide by all the rules governing the Testing System set forth in this Subpart, including, but not limited to, passing score, registration, and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart.
- d) Institutions shall be responsible for informing their students of all requirements related to taking the tests and for providing students with any pertinent testing information in a timely manner. Neither the State Board of Education nor its testing contractor shall assume responsibility for any candidate's inability to progress through or complete an approved program because of failure to take one or more licensure tests in a timely manner.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.760 Passing Score

- a) The passing raw score will be established for each test by the State Board of Education, in consultation with the SEPLB, based upon the professional judgments and recommendations of committees of Illinois educators about the acceptable, minimal level of performance for entry-level educators in Illinois classrooms.
- b) ~~The raw score for the basic skills test and the assessment of professional teaching, and for new content area tests first administered after December 31, 2002, shall~~

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

~~be transformed to a scaled score ranging from 100 to 300, with 240 established as the passing score.~~ Beginning June 1, 2006, the raw score for each test that forms part of the Illinois Licensure Testing System shall be transferred to a scaled score ranging from 100 to 300, with 240 established as the passing score. The passing raw score shall always be equal to a scaled score of 240. The following formula shall be used to transform raw scores to scaled scores, where MAX means the maximum raw score, CUT means the passing raw score and X means the number of multiple choice items correctly answered or the number of holistic score points assigned to a constructed-response item or section, as applicable:

- 1) If X is greater than or equal to CUT, then the scaled score is $240 + 60 [(X - CUT)/(MAX - CUT)]$.
- 2) If X is less than CUT, then the scaled score is $100 + 140X/CUT$.
- c) Scaled scores are rounded to the nearest integer except between 69 and 70 and between 239 and 240. To ensure that a score just below passing is not equated with a scaled score of 70 or 240, scaled scores between 69 and 70 will be considered 69, and scaled scores between 239 and 240 will be considered 239.
- d) In order to pass the basic skills test, a person must receive a passing score on each of the subtests of reading comprehension, language arts, mathematics and writing.
- e) The requirements of this Section do not apply to scores achieved on the ACT[®] or SAT[®] when results from those assessments are used in lieu of results from Illinois' test of basic skills pursuant to the requirements of Section 25.720 nor to scores used for determining passage of the TPA of this Part.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

Section 25.770 Re-scoring

- a) A person shall have the right to request re-scoring of the basic skills test, the APT, or a ~~content-area test~~~~test of subject matter knowledge~~, provided ~~the~~~~such a~~ request is submitted in writing and received by the State Board of Education within three months after the test administration date and is accompanied by payment of the applicable fee. A person shall also have the right to request re-scoring of a language proficiency test. However, no re-scoring service shall be available for the constructed-response portions of a language proficiency test; re-scoring on

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

~~this such a~~ test shall be limited to the multiple-choice items only.

- b) In the case of any discrepancy discerned as a result of re-scoring, the State Board of Education will correct its records and inform all parties to whom the test score was reported as to the person's score.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section 25.865 Awarding of Credit for Activities with Providers

The State Board of Education shall develop the requirements for standard forms that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the licensee and evidence of completion for the licensee with respect to the activity. The State Board of Education shall make available information about the required format and contents of these forms so that providers may generate them for their own use.

- a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion of the professional development activity. In the case of a conference, workshop or other event having more than one session, each session shall be considered an "activity" for purposes of this Section.
- b) The provider shall complete the standard form to indicate the title, time, date, location, nature of the event and clock hours of credit earned (i.e., in increments of a quarter hour). Alternately, a provider may accept an official transcript in place of the standard form as evidence of completion of coursework at a regionally accredited institution of higher education that is not approved under Section 25.855.
- c) If the licensee's records are audited pursuant to Section 21B-45(j) of the School Code and Section 25.860 of this Part, credit for professional development activities claimed shall be affirmed only when the standard form is presented.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.APPENDIX C Exchange of Certificates for Licenses (July 1, 2013)

Existing Certificate	Description	Exchanged for:
Early Childhood Certificates:		
02 Standard Early Childhood (0 to 6, excluding kindergarten)	To Age 6 excluding K	Professional Educator License endorsed for prekindergarten (0 to 6, excluding kindergarten)
04 Initial or Standard Early Childhood (0 to grade 3)	Age 0-Grade 3	Professional Educator License endorsed for early childhood and self-contained general education endorsements (age 0 to grade 3)
04 Master Early Childhood Certificate	Age 0-Grade 3	Professional Educator License with an NBPTS master teacher designation, endorsed for prekindergarten, if applicable, and/or the NBPTS area of endorsement
05 Provisional Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for provisional educator with early childhood and self-contained general education endorsements (age 0 to grade 3)
Elementary Certificates:		
03 Initial or Standard Elementary	K-9	Professional Educator License endorsed for self-

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

			contained general education (kindergarten to grade 9)
03	Master Elementary Certificate	K-9	Professional Educator License with an NBPTS master teacher designation endorsed for self-contained general education, if applicable, and/or the NBPTS area of endorsement
High School Certificates:			
09	Initial or Standard Secondary	6-12	Professional Educator License with any applicable grade-level and content- area endorsements
09	Master Secondary Certificate	6-12	Professional Educator License with an NBPTS master teacher designation and any grade-level and content-area endorsements, if applicable, and/or the NBPTS area of endorsement
12	Short-Term Emergency	Preschool-Age 21	Professional Educator License endorsed in a teaching field with short- term emergency approval in special education
Special Certificates:			
10	Initial or Standard Special	K-12 Field Endorsed or	Professional Educator

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Preschool-Age 21

License with any applicable grade-level and content-area endorsements

Provisional and Alternative:

22	Initial Alternative Elementary	K-9	Professional Educator License endorsed for self-contained general education (kindergarten to grade 9)
26	Provisional Alternative Administrative	K-12	Educator License with Stipulations endorsed for alternative provisional superintendent
27	Provisional Alternative Special	K-12 Field Endorsed or Preschool-Age 21	Educator License with Stipulations endorsed for alternative provisional educator with any applicable grade-level and content-area endorsements or applicable administrative area (e.g., general administrative)
28	Initial Alternative Special	K-12 Field Endorsed or Preschool-Age 21	Professional Educator License with any applicable grade-level and content-area endorsements

Other Teaching:

29	Transitional Bilingual	K-12 Language Endorsed	Educator License with Stipulations endorsed for transitional bilingual educator with bilingual language and applicable grade-level endorsements
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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

30	Provisional Elementary	K-9	Educator License with Stipulations endorsed for provisional educator with self-contained general education endorsement (kindergarten to grade 9)
31	Provisional Secondary	6-12	Educator License with Stipulations endorsed for provisional educator with any applicable grade-level and content-area endorsements
33	Provisional Special	K-12 Field Endorsed or Preschool-Age 21	Educator License with Stipulations endorsed for provisional educator with any applicable grade-level and content-area endorsements
35	Provisional Vocational	7-12 Field Endorsed	Educator License with Stipulations endorsed for career and technical educator with any applicable grade-level and field endorsements
36	Temporary Provisional Vocational	11-12 Field Endorsed	Educator License with Stipulations endorsed for provisional career and technical educator with grade 11-12 and any applicable field endorsements
40	Part-Time Provisional	6-12	<u>Beginning July 1, 2013, Educator License with</u>

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Stipulations endorsed for part-time career and technical educator with any applicable grade-level and field endorsements
~~None; the credential will no longer be issued and individuals holding this certificate shall not teach on that certificate after June 30, 2013.~~

- | | | | |
|----|---|---------------|--|
| 43 | Provisional Alternative Early Childhood | Age 0-Grade 3 | Educator License with Stipulations endorsed for alternative provisional educator with early childhood and self-contained general education (age 0 to grade 3) |
| 44 | Initial Alternative Early Childhood | Age 0-Grade 3 | Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3) |
| 50 | Visiting International Teacher – Special | K-12 | Educator License with Stipulations endorsed for visiting international educator with any applicable foreign language, transitional bilingual language and content-area endorsements (kindergarten to grade 12) |
| 53 | Visiting International Teacher – Elementary | K-9 | Educator License with Stipulations endorsed for visiting international |

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

			educator with self-contained general education and any applicable foreign language and transitional bilingual language endorsements (kindergarten to grade 9)
54	Visiting International Teacher – Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for visiting international educator with self-contained general education and any applicable foreign language and transitional bilingual language endorsements (age 0 to grade 3)
59	Visiting International Teacher – Secondary	6-12	Educator License with Stipulations endorsed for visiting international educator with any applicable foreign language, transitional bilingual language and content-area endorsements (grades 6 to 12)
80	Resident Teacher – Special	K-12	Educator License with Stipulations endorsed for resident teacher with any content-area endorsements (kindergarten to grade 12)
83	Resident Teacher – Elementary	K-9	Educator License with Stipulations endorsed for resident teacher with self-contained general education

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

			endorsement (kindergarten to grade 9)
84	Resident Teacher – Early Childhood	Age 0-Grade 3	Educator License with Stipulations endorsed for resident teacher with early childhood and self-contained general education (age 0 to grade 3) endorsements
89	Resident Teacher – Secondary	6-12	Educator License with Stipulations endorsed for resident teacher with any applicable grade-level and content-area endorsements
School Support Personnel:			
73	School Service Personnel	K-12	Professional Educator License endorsed for school support personnel with any applicable service area endorsement
74	Provisional School Service Personnel	K-12	Educator License with Stipulations endorsed for provisional educator and school support personnel with any applicable service area endorsement
Administrative:			
75	Administrative	K-12	Professional Educator License endorsed for general administrative, chief school business official, superintendent or

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

			special educator director, as applicable
76	Provisional Administrative	K-12	Educator License with Stipulations endorsed for provisional educator and any of general administrative, chief school business official, superintendent or special education director, as applicable
77	Administrative K-12	K-12	Professional Educator License endorsed for Superintendent
78	Interim School Counselor Intern	K-12	Approval issued by the State Superintendent
79	Interim Speech-Language Pathologist Intern	K-12	Approval issued by the State Superintendent

Individuals who receive a professional educator license will receive on that license the endorsements that are comparable to what they currently hold, as well as any applicable endorsements comparable to any other certificates they currently hold.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances

Introduction and General Principles

Pursuant to the federal Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA) (20 USC 6301 et seq.), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) are required to be "highly qualified" for those assignments. The criteria set forth in this Appendix D are those that will be used in Illinois to make this determination.

~~Further, fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for renewal of the professional educator license endorsed in a teaching field (see Section 25.805(f) of this Part).~~

A teacher's qualifications do not make him or her "highly qualified" in the absolute sense. Rather, the question is whether a teacher is "highly qualified" with respect to his or her areas of assignment. A teacher who collaborates or consults with another teacher does not have "primary responsibility" and is not required to be "highly qualified" in the core academic subject area; each teacher who does have "primary responsibility" for a core academic subject area must be.

There are differences between the criteria for being considered "highly qualified" and some of the Illinois requirements for various assignments (see Subpart G of 23 Ill. Adm. Code 1, Public Schools Evaluation, Recognition and Supervision). The "highly qualified" status of a given individual with respect to an assignment shall not relieve any entity that is required to employ licensed staff of the obligation to observe the applicable Illinois requirements for that assignment.

In establishing requirements for being considered "highly qualified", ESEA and the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA 2004") (20 USC 1400, as amended by P.L. 108-446) distinguish between "veteran teachers" and those who are new to the profession. In addition to the specific requirements set forth for being considered "highly qualified" for particular assignments, veteran teachers can be considered "highly qualified" based on an additional set of criteria, the High Objective Uniform State Standard of Evaluation (HOUSSE). For the purposes of this Appendix D, each individual shall become a "veteran teacher" when he or she has accrued at least one full year's teaching experience. The HOUSSE

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

criteria may then be applied in determining whether the individual can be considered "highly qualified" for assignments in core subjects.

A degree of flexibility has been afforded for teachers in programs supported by Title I funds who are employed in "rural" schools, which are defined as schools in districts that are eligible to participate in the Small Rural School Achievement (SRSA) program (for a list, see the website of the U.S. Department of Education at www.ed.gov/programs/reapsrsa/eligible04/index.html). A district may take advantage of this flexibility if it provides high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach and provides mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subjects they teach.

A teacher in this situation who was first employed on or before August 1, 2005, who teaches multiple core academic subjects, and who is "highly qualified" in one of those subjects will be considered "highly qualified" in the other subjects taught through the end of the 2006-07 school year, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

A teacher in this situation who was first employed after August 1, 2005, who teaches multiple core academic subjects, and who is "highly qualified" in one of those subjects will be considered "highly qualified" in the other subjects taught for a period of three years after the date of first employment, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

~~Point values for many of the activities described as part of the HOUSSE criteria are consistent with Section 25.875 of this Part, which defines continuing professional development activities, available amounts of credit, and required evidence of completion in the context of license renewal.~~

In the material that follows, the term "primary grades" or "primary level" refers to kindergarten and grades 1 through 5. The "middle grades" are grades 6 through 8. The "secondary level" consists of grades 9 through 12.

Further, references to a particular type of license and the endorsements on that license (e.g., professional educator license endorsed for elementary self-contained general education) should be understood to mean a license that is also valid for the subjects taught by virtue of the

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

licensee's subject-specific qualifications. These references include professional educator licenses and educator licenses with stipulations when applicable. However, a professional educator license with a National Board of Professional Teaching Standards designation that is endorsed for the subject area of assignment is, in and of itself, a basis for the holder's being considered "highly qualified" for that assignment, other than at the primary level, where passage of a test is required of teachers who are new to the profession. That is (except in the case of assignments at the elementary level), an individual who holds a relevant professional educator license shall be considered "highly qualified" without reference to any additional requirements stated for the assignment to which the professional educator license with a National Board of Professional Teaching Standards designation applies.

A professional educator license endorsed for "elementary" grade levels is the previously issued "Type 03" certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. A professional educator license endorsed for "early childhood" is the previously issued "Type 04" certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A professional educator license endorsed for "secondary" grade levels is the previously issued "Type 09" certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a "special K-12" (subject-specific) endorsement or a "special preschool-age 21" endorsement is a "Type 10" certificate established under Section 21-4 of the School Code [105 ILCS 5/21-4]. An educator license with stipulations endorsed for "transitional bilingual educator" is the previously issued "Type 29" certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A "short-term emergency" approval in special education on a professional educator license is a "Type 12" certificate established under Section 25.48 of this Part.

General Education

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she:

- a) holds a professional educator license endorsed for either the elementary grades or special K-12 with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#); or

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- b) holds a professional educator license endorsed for either the elementary grades or special K-12 valid for the subjects taught and has passed the content-area test applicable to that endorsement; or
- c) holds a professional educator license endorsed for early childhood that is valid for the primary grades and has passed the Early Childhood test (applicable only through grade 3); or
- d) holds a professional educator license endorsed for the elementary grades, early childhood, or special K-12 valid for the subjects taught and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, whether in a self-contained or a departmentalized setting, will be considered "highly qualified" if he or she holds a professional educator license endorsed for the elementary grades, special K-12, or secondary grades valid for the subjects taught and:

- a) has passed the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#); or
- b) for each core subject area of teaching responsibility:
 - 1) has passed the content-area test specific to the subject taught, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a master's or higher degree in a field directly related to the area of assignment, or
 - 4) holds ~~certification from the National Board for Professional Teaching Standards (NBPTS) or an NBPTS~~ [master teacher](#) designation on a professional educator license, or
 - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Secondary Grades (9-12)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a professional educator license endorsed for the secondary grades or special K-12; or, for grade 9 only, endorsed for the elementary grades valid for the subjects taught and for each core subject area of teaching responsibility:

- a) has passed the relevant content-area test; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a master's or higher degree in a field directly related to the area of assignment; or
- d) holds ~~NBPTS certification or an~~ NBPTS master teacher designation on a professional educator license; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Bilingual Education

Requirements specific to English as a Second Language (ESL) (or English as a New Language (ENL)) are stated separately (see below).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, in a program of bilingual education will be considered "highly qualified" if he or she:

- a) holds an endorsement for bilingual education on a professional educator license or an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) holds an elementary or a special K-12 endorsement for self-contained general elementary education on a professional educator license and has passed the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#), or
 - 2) holds an elementary or a special K-12 endorsement valid for the subject taught and has passed the content-area test applicable to that subject, or

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 3) through grade 3 only, holds an early childhood endorsement that is valid for the primary grades and has passed the Early Childhood test, or
 - 4) holds an elementary or special K-12 endorsement for self-contained general elementary education, or an elementary or a special K-12 endorsement valid for the subjects taught, or, through grade 3 only, an early childhood endorsement valid for the primary grades and qualifies with 100 points under the Illinois HOUSSSE, if applicable; or
- b) holds an educator license with stipulations endorsed for transitional bilingual educator and:
- 1) has passed the content-area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
 - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and
 - 4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, whether in a self-contained or a departmentalized setting, will be considered "highly qualified" if he or she:

- a) holds a professional educator license with an endorsement for bilingual education or an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) holds an elementary or a special K-12, or a secondary endorsement valid for the subjects taught; and
 - 2) for each core subject area of teaching responsibility:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) has passed either the Elementary/Middle Grades test, [Elementary Education test](#) or [Middle Grades test](#), as applicable to the [endorsement held](#), or the content-area test specific to the subject taught, or
 - B) has completed a major or coursework equivalent to a major, or
 - C) holds a master's or higher degree in a field directly related to the area of assignment, or
 - D) holds ~~NBPTS certification~~ or an NBPTS [master teacher](#) designation on a professional educator license, or
 - E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds an educator license with stipulations endorsed for transitional bilingual educator and:
- 1) has passed the content-area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
 - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and
 - 4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, will be considered "highly qualified" if he or she:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- a) holds a professional educator license with an endorsement for bilingual education or an educator license with stipulations endorsed for transitional bilingual educator and:
- 1) holds a secondary, special K-12, or, for grade 9 only, elementary endorsement valid for the subjects taught, and
 - 2) for each core subject area of teaching assignment:
 - A) has passed the relevant content-area test, or
 - B) has completed a major or coursework equivalent to a major, or
 - C) holds a master's or higher degree in a field directly related to the area of assignment, or
 - D) holds ~~NBPTS certification~~ or an NBPTS [master teacher](#) designation on a professional educator license, or
 - E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds an educator license with stipulations endorsed for transitional bilingual educator and:
- 1) has passed the content-area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
 - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and
 - 4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

English as a Second Language (ESL) or English as a New Language (ENL)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

A course with either of these titles is, by definition, a course in English (see 23 Ill. Adm. Code 228).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching ESL or ENL will be considered "highly qualified" if he or she:

- a) holds a professional educator license with an elementary or a special K-12 endorsement and an endorsement for bilingual education, ESL, or ENL and:
 - 1) has passed the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#), or the content-area test for ENL or English Language Arts, or
 - 2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) through grade 3 only, holds an early childhood endorsement valid for the primary grades and an endorsement for bilingual education, ESL, or ENL, and:
 - 1) has passed the Early Childhood test, or
 - 2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- c) holds an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) has passed the content-area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
 - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and
 - 4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Middle Grades (6-8)

A teacher who has primary responsibility for teaching ESL or ENL will be considered "highly qualified" if he or she:

- a) holds an elementary, a special K-12, or a secondary endorsement and an endorsement for ESL or ENL (or, for grades 5 and 6 only, an endorsement for bilingual education) and:
 - 1) has passed the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#), or the content-area test for either ENL or English Language Arts, or
 - 2) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
 - 3) holds a master's or higher degree in English language arts or the teaching of English as a new language, or
 - 4) holds ~~NBPTS certification~~ or an NBPTS [master teacher](#) designation on a professional educator license in English language arts or the teaching of English as a new language, or
 - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) for grade 6 only, holds an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) has passed the content-area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
 - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and
 - 4) has not exhausted the three-year period permitted under NCLB for attaining full licensure.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching ESL or ENL will be considered "highly qualified" if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary endorsement and an endorsement for ESL or ENL and:

- a) has passed the content-area test for either ENL or English Language Arts, or
- b) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
- c) holds a master's or higher degree in English language arts or the teaching of English as a new language, or
- d) holds ~~NBPTS certification~~ or an NBPTS master teacher designation on a professional educator license in English language arts or the teaching of English as a New Language, or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Special Education

A special education teacher who is new to the profession, who is considered "highly qualified" in language arts, mathematics, or science, and who teaches two or more subjects shall be considered "highly qualified" in all subjects taught for two years after the date of first employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered "highly qualified" in the core subject area of assignment. However, it should be noted that a teacher in this situation will be treated as a veteran teacher after attaining one year's teaching experience, as is the case for any other teacher. That is, the teacher has two years before he or she will be required to meet the criteria in every subject taught but will have access to points under the Illinois HOUSSE after one year's experience.

A special education teacher who has completed an Illinois approved preparation program in special education after June 30, 2002, and has also passed the assessment of professional teaching or TPA, as applicable, shall be considered "highly qualified" in language arts, by virtue of the subject-area competence cumulatively evidenced by the individual's:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- completion of coursework addressing the General Curricular Standards for Special Education teachers set forth at 23 Ill. Adm. Code 27.350, as well as the Common Core of Standards for All Special Educators (23 Ill. Adm. Code 28, Standards for Certification in Special Education), which encompass numerous relevant knowledge and performance indicators;
- passage of the test of basic skills covering reading comprehension, language arts, mathematics and writing; and
- passage of the assessment of professional teaching, one of whose major components is [language arts](#)~~the Language Arts Standards for All Illinois Teachers~~ (see 23 Ill. Adm. Code [24.13024](#)).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she:

- a) holds either an elementary or a special preschool-age 21 endorsement for the student population served and has passed the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#); or
- b) holds either an elementary or a special K-12 endorsement valid for the subject taught and for the student population served, and has passed the content-area test applicable to the subject taught; or
- c) through grade 3 only, holds an early childhood endorsement that is valid for the primary grades and for early childhood special education, or holds a special preschool-age 21 endorsement for the student population served, and has passed the Early Childhood test or the Early Childhood Special Education test; or
- d) holds an elementary or a special preschool-age 21 endorsement for the student population served, or an early childhood endorsement that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a professional educator license endorsed for special preschool-age 21 for the student population served, or an elementary, secondary, or special K-12 endorsement that is valid for the grade levels of the assignment and the subjects taught and for the student population served; and, for each core subject area taught:

- a) has passed either the Elementary/Middle Grades test, [Elementary Education test or Middle Grades test, as applicable to the endorsement held](#), or the content-area test specific to the subject taught; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a master's or higher degree in a field directly related to the area of assignment; or
- d) holds ~~NBPTS certification or~~ NBPTS [master teacher](#) designation on a professional educator license; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle-Grades Teachers Providing Instruction at the Primary Level

A teacher who provides instruction at the primary level to students of middle-grade age whose performance is assessed against alternate achievement standards will be considered "highly qualified" if he or she meets the criteria for either new or veteran special education teachers at either the primary or the middle-grade level, whether the teacher is a veteran or new to the profession.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a special preschool-age 21 endorsement for the student population served or an elementary, secondary, or special K-12 endorsement, as applicable to the grade levels of the assignment and for the student population served; and, for each core subject area taught:

- a) has passed the content-area test specific to the subject taught; or
- b) has completed a major or coursework equivalent to a major; or

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- c) holds a master's or higher degree in a field directly related to the area of assignment; or
- d) holds ~~NBPTS certification~~ or an NBPTS master teacher designation on a professional educator license; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Secondary Teachers Providing Instruction at the Primary or Middle-Grades Level

A teacher who provides instruction at the primary level or the middle-grades level to students of secondary school age whose performance is assessed against alternate achievement standards will be considered "highly qualified" if he or she meets the criteria for either new or veteran special education teachers at either the secondary level or the level at which instruction is provided, whether the teacher is a veteran or new to the profession.

Points Available Under the Illinois HOUSSE

The activities listed in this Appendix D shall be eligible for counting by teachers in general education, bilingual education, and special education. In the case of special education, a given activity, other than teaching experience, may be counted only if it relates to the core academic subject taught rather than special education as the "area of assignment".

- a) Teaching experience in the subject area of assignment: 12.5 points per semester, up to a maximum of 50 points. (Special education teachers may count teaching experience in special education as experience in each core academic subject taught.)
- b) Completion of college coursework in the core academic subject area of assignment: 5 points per semester hour.
- c) Possession of ~~NBPTS certification~~ or an NBPTS master teacher designation on a professional educator license applicable to the area of assignment: 100 points for a general education teacher in grades below 6 or a special education teacher.
- d) Completion of the required content-area coursework within the context of completing an Illinois approved educator preparation program in elementary education or an approved out-of-state elementary education preparation program

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through grade 8. Completion of the required content-area coursework within the context of completing an Illinois approved early childhood education preparation program or an approved out-of-state early childhood preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through grade 3. (This coursework may not also be counted for points under subsection (b).)

- e) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events that are directly related to the area of teaching assignment: 1 point per full hour of participation.
- f) Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points, in accordance with Section 25.875(k) ~~of this Part~~.
- g) Work experience (non-teaching) directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.
- h) Supervising a student teacher in the subject area of assignment: 10 points per student teacher, applicable to all subjects.
- i) Peer review or peer coaching that meets the requirements of Section 25.875(b) ~~of this Part~~: 5, 8, 9, or 11 points per semester, in accordance with Section 25.875(b)(2) ~~of this Part~~.
- j) Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(c)(1)(A) ~~of this Part~~: 9 or 11 points per semester, in accordance with Section 25.875(c)(2)(A) ~~of this Part~~.
- k) Participation in site-based management or decision-making teams, relevant committees, boards, or task forces directly related to school improvement plans and focused on the core academic subject of assignment: 8 or 11 points per semester, in accordance with Section 25.875(d) ~~of this Part~~. (May be counted only once per subject area.)

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- l) Teaching a college course in accordance with Section 25.875(j)~~of this Part~~ that is directly related to the subject area of assignment: 20 points.
- m) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n)~~of this Part~~ and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(n)(2)~~of this Part~~.
- n) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p)~~of this Part~~: 12 or 15 points per year, in accordance with Section 25.875(p)(2)~~of this Part~~.
- o) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points per semester, in accordance with Section 25.875(q)~~of this Part~~.
- p) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s)~~of this Part~~: points in relation to contact hours per semester, as set forth in Section 25.875(s)(2)~~of this Part~~.
- q) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u)~~of this Part~~ and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(u)(2)~~of this Part~~.
- r) Publication of educational articles, columns, or books that are directly related to the subject area of assignment: points in accordance with Section 25.875(x)(2)~~of this Part~~.
- s) Teacher-to-teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via communications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques and strategies aligned to the State Goals for Learning (see 23 Ill. Adm. Code 1, Appendix D): 1 point per hour of interaction with a teacher who is "highly qualified" in the relevant core academic subject area, up to a maximum of 50 points.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- t) Possession of ~~NBPTS certification or~~ an NBPTS master teacher designation on a professional educator license in an area other than in the area of assignment: 15 points.
- u) Possession of an Illinois professional educator license endorsed in a teaching field in an area other than in the area of assignment: 10 points.
- v) Completion of a major or an approved program in special education with at least 15 points in each core academic subject taught: 75 points for a special education teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

Special Circumstances

Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

- a) holds a professional educator license applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or
- b) holds a bachelor's degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

Teachers Who Hold an Educator License with Stipulations Endorsed for Alternative Provisional Educator

A teacher who holds an educator license with stipulations endorsed for alternative provisional educator (see Sections 21B-20(2)(B) and 21B-50 of the School Code [105 ILCS 5/21B-20(2)(B) and 21B-50]) that was attained through enrollment in an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the license was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an educator license with stipulations endorsed for alternative provisional educator and for the secondary grades will be considered highly qualified if he or she

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

has passed the relevant content-area test, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds an NBPTS designation on a professional educator license in the subject.

Resident Teachers

A teacher who holds an educator license with stipulations endorsed for resident teacher (see Section 21B-20(2)(D) of the School Code [105 ILCS 5/21B-20(2)(D)]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or, for assignments other than in the elementary grades, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds an NBPTS [master teacher](#) designation on a professional educator license in the subject.

Visiting International Teachers

A teacher who holds an educator license with stipulations endorsed for visiting international ~~educator~~[teacher](#) (see Section 21B-20(2)(I) of the School Code [105 ILCS 5/21B-20(2)(I)] and Section 25.92 of this Part) will be considered highly qualified based upon having passed a content-area test relevant to the subject taught as required under subsection (d)(3) of that Section, provided that the endorsement held is valid for the grade level or levels of his or her teaching assignment.

Career and Technical Educator

A teacher in a career and technical education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified only if he or she meets the requirements stated in this Appendix D as relevant to general education assignments at the grade level in question.

Physical Education and Health Teachers

In accordance with Section 21B-200 of the School Code [105 ILCS 5/21B-200], teachers who hold an endorsement either in physical education or health shall be considered highly qualified if they meet the requirements stated in this Appendix D as relevant to general education

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

assignments at the grade level of instruction and shall present evidence of meeting those requirements if requested to do so by their school districts of employment.

(Source: Amended at 39 Ill. Reg. 13722, effective October 5, 2015)

ILLINOIS COMMERCE COMMISSION

NOTICE OF WITHDRAWAL OF PROPOSED REPEALER

- 1) Heading of the Part: Standards of Service for Gas Utilities
- 2) Code Citation: 83 Ill. Adm. Code 500
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
500.10	Repeal
500.20	Repeal
500.30	Repeal
500.40	Repeal
500.110	Repeal
500.120	Repeal
500.130	Repeal
500.140	Repeal
500.150	Repeal
500.160	Repeal
500.170	Repeal
500.180	Repeal
500.190	Repeal
500.200	Repeal
500.210	Repeal
500.215	Repeal
500.220	Repeal
500.230	Repeal
500.240	Repeal
500.250	Repeal
500.260	Repeal
500.270	Repeal
500.280	Repeal
500.290	Repeal
500.300	Repeal
500.310	Repeal
500.320	Repeal
500.330	Repeal
500.340	Repeal
- 4) Date Notice of Proposed Repealer published in the *Illinois Register*: August 29, 2014; at 38 Ill. Reg. 17941

ILLINOIS COMMERCE COMMISSION

NOTICE OF WITHDRAWAL OF PROPOSED REPEALER

- 5) Reason for the Withdrawal: The Commission is withdrawing the proposed repealer in response to the objection of the Joint Committee on Administrative Rules, which was issued by the Joint Committee at its meeting on July 14, 2015 and published on July 31, 2015; at 39 Ill. Reg. 10663. The Commission anticipates that it will reinstate the repealer at a later time.

DEPARTMENT OF HEALTHCARE AND FAMILY SERVICES

NOTICE OF PUBLIC HEARING FOR PROPOSED AMENDMENT

- 1) Statutory Authority: 5 ILCS 100/5-70(c)
- 2) Summary of Hearing: The Illinois Department of Healthcare and Family Services will hold a public hearing regarding proposed changes to the \$60 personal needs allowance, which was only legislated for State Fiscal Year 2015 and allow interested parties an opportunity to provide written or oral comments during the hearing.
- 3) Date, Time and Location of Public Hearing:

Tuesday, October 20, 2015
1:00 PM to 2:00 PM
Prescott E. Bloom Building,
201 South Grand Avenue E., Large Conference Room - 1st Floor
Springfield IL 62794
- 4) Other Pertinent Information:
 - Persons must sign in at the registration desk located outside of the public hearing location. Persons wishing to provide oral testimony will indicate such during registration and must submit a written copy of the testimony at that time.
 - Written testimony from those not speaking will also be accepted during the registration period.
 - Speakers will be heard on a first come, first served basis.
 - Individuals giving oral testimony are asked to limit their comments to three minutes.
 - Organizations are asked to select one spokesperson to present oral testimony on behalf of the organization and will be asked to limit their comments to five minutes.
 - To assist the orderly conduct of the hearing and to ensure that the opinions of all interested individuals and/or groups are considered, the Department may impose other rules of procedure as necessary, including, but not limited to, adjusting the time limit or the order of presentation.
- 5) Name and address of Agency Contact Person: Any interested party may direct comments, data, views, or arguments concerning these proposed changes. All comments

DEPARTMENT OF HEALTHCARE AND FAMILY SERVICES

NOTICE OF PUBLIC HEARING FOR PROPOSED AMENDMENT

not provided at the hearing must be made in writing by October 15, 2015 and should be addressed to:

Gia Burtley
Department of Healthcare and Family Services
Office of General Counsel – Rules Section
201 South Grand Avenue E., 3rd Floor
Springfield IL 62794

Email: HFS.Rules@Illinois.gov

JOINT COMMITTEE ON ADMINISTRATIVE RULES
ILLINOIS GENERAL ASSEMBLY

SECOND NOTICES RECEIVED

The following second notices were received during the period of September 29, 2015 through October 5, 2015. The DHR, DNR, DFPR and HFS rulemakings are scheduled for review at the Committee's October 13, 2015 meeting while the remaining rulemakings are scheduled for the November 17, 2015 meeting. Other items not contained in this published list may also be considered. Members of the public wishing to express their views with respect to a rulemaking should submit written comments to the Committee at the following address: Joint Committee on Administrative Rules, 700 Stratton Bldg., Springfield IL 62706.

<u>Second Notice Expires</u>	<u>Agency and Rule</u>	<u>Start of First Notice</u>	<u>JCAR Meeting</u>
11/12/15	<u>Department of Human Rights</u> , Joint Rules of the Human Rights Commission and Department of Human Rights: Rules on Pregnancy Discrimination and Accommodation in Employment (56 Ill. Adm. Code 2535)	7/17/15 39 Ill. Reg. 9682	10/13/15
11/12/15	<u>Department of Natural Resources</u> , Commercial Fishing and Musseling in Certain Waters of the State (17 Ill. Adm. Code 830)	8/14/15 39 Ill. Reg. 11215	10/13/15
11/12/15	<u>Department of Financial and Professional Regulation</u> , Illinois Occupational Therapy Practice Act (68 Ill. Adm. Code 1315)	8/14/15 39 Ill. Reg. 11167	10/13/15
11/12/15	<u>Department of Financial and Professional Regulation</u> , Administrative Procedures for General Professional Regulation under the Administrative Code (68 Ill. Adm. Code 1130)	8/14/15 39 Ill. Reg. 11161	10/13/15
11/14/15	<u>Department of Healthcare and Family Services</u> , Medical Payment (89 Ill. Adm. Code 140)	6/5/15 39 Ill. Reg. 7761	10/13/15
11/18/15	<u>Department of Insurance</u> , Required Procedure for Filing and Securing Approval of Policy Forms (50 Ill. Adm. Code 916)	5/1/15 39 Ill. Reg. 5997	11/17/15

JOINT COMMITTEE ON ADMINISTRATIVE RULES
ILLINOIS GENERAL ASSEMBLY

SECOND NOTICES RECEIVED

11/18/15	<u>Department of Insurance</u> , Viatical Settlement Provider Reporting Requirements (50 Ill. Adm. Code 5701)	7/24/15 39 Ill. Reg. 10361	11/17/15
11/18/15	<u>Department of Labor</u> , Job Opportunities for Qualified Applicants (56 Ill. Adm. Code 340)	8/14/15 39 Ill. Reg. 11206	11/17/15
11/18/15	<u>Department of Labor</u> , Equal Pay in Employment (56 Ill. Adm. Code 320)	8/14/15 39 Ill. Reg. 11199	11/17/15
11/18/15	<u>Department of Public Health</u> , Adverse Health Care Event Reporting Code (77 Ill. Adm. Code 235)	7/17/15 39 Ill. Reg. 9866	11/17/15

PROCLAMATIONS

2015-251
Workforce Development Week

WHEREAS, July 1, 2015 marked the official implementation date of the federal Workforce Innovation and Opportunity Act, hereinafter referred to as WIOA, a major reworking of federal legislation that builds upon Illinois' workforce system by emphasizing an employer/industry driven approach; and,

WHEREAS, these activities are primarily aimed at developing strategies that can help individuals acquire the knowledge and skills necessary to pursue a career in today's competitive job market by providing occupational and work-based learning opportunities that ensures local employers have access to a skilled, qualified workforce so that they can be competitive in the global economy; and,

WHEREAS, a key aspect involved with implementation of WIOA is the active involvement of the private business sector; and,

WHEREAS, state and Local Workforce Development Boards were reestablished under WIOA to serve as a vital facilitator and provider of information, programs and services to individuals seeking employment, employers and training providers; and,

WHEREAS, when reconstituted under WIOA, Workforce Development Boards will continue to be required to be led by the business community, thereby providing businesses with an important forum to inform training providers, including the public education system, community colleges, State University system and proprietary schools, of the needs of the business community; and,

WHEREAS, under the authority provided to Workforce Development Boards, opportunities and funds are available for individuals to engage in services including enrolling in training programs, work based learning opportunities and other services at Illinois workNet Centers throughout the State that give priority to the business community's current and future needs; and,

WHEREAS, it is fitting that the State of Illinois support the reinvigorated role that Workforce Development Boards play in providing important programs and services to help strengthen the state and our local communities; and,

WHEREAS, from August 31 through September 6, 2015 will be an opportunity for the state and local Workforce Development Boards to highlight and promote the many ways in which they are undertaking this important work;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim the week of August 31st through September 6, 2015, as **WORKFORCE DEVELOPMENT WEEK** in

PROCLAMATIONS

Illinois and encourage individuals, businesses and governmental organizations to visit and promote the programs and services offered at Illinois workNet Centers throughout Illinois that are operated by local Workforce Development Boards.

Issued by the Governor September 2, 2015

Filed by the Secretary of State October 2, 2015

2015-252**Alcohol and Drug Recovery Month**

WHEREAS, substance use disorders are serious but treatable problems and diseases that impact Illinois citizens, their families, and communities; and,

WHEREAS, more than 800,000 Illinois youth, adults and families could benefit from substance use prevention, intervention, and treatment services; and,

WHEREAS, Illinoisans seeking intervention and treatment for addictions need affordable, individualized services that offer appropriate referrals, as well as access to intervention and treatment services; and,

WHEREAS, every \$1 invested in treatment results in a return of \$4 to \$7 in reduced drug-related crime, criminal justice costs, and theft; and,

WHEREAS, with positive support and encouragement, people and families struggling with an addiction can recover and lead healthy and productive lives; and,

WHEREAS, untreated substance use disorders negatively affect individuals, families, and communities while also impacting the criminal justice system, child welfare system, social service agencies, and faith-based and community organizations; and,

WHEREAS, the Substance Abuse and Mental Health Services Administration within the U.S. Department of Health and Human Services, and the Illinois Department of Human Services – Division of Alcoholism and Substance Abuse are participating in the National Alcohol and Drug Addiction Recovery Month; and,

WHEREAS, this year's theme is "Prevention Works – Treatment is Effective – People Recover;" and,

WHEREAS, Alcohol and Drug Recovery Month is an opportunity to encourage those dealing with substance use disorders to seek intervention and treatment, and to recognize the work of

PROCLAMATIONS

those providing prevention, intervention and treatment programs in Illinois and across the country;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 2015 as **ALCOHOL AND DRUG RECOVERY MONTH** in Illinois, and I call this observance to the attention of all our citizens.

Issued by the Governor September 3, 2015

Filed by the Secretary of State October 2, 2015

2015-253
Assisted Living Week

WHEREAS, residents of assisted living communities are active members of the larger community, offering their wisdom, life experiences and skills; and,

WHEREAS, their past contributions continue to be a vital part of Illinois rich history, and their future contributions and participation deepens the community life and activity; and,

WHEREAS, assisted living is a critical long term care service for seniors and individuals with disabilities that fosters choice, dignity and independence; and,

WHEREAS, assisted living communities are committed to excellence, innovation and the advancement of person-centered care; and,

WHEREAS, the National Center for Assisted Living created National Assisted Living Week to demonstrate our nation's appreciation of the unique individuals that reside in assisted living communities and the staff members that deliver care every day; and,

WHEREAS, the theme of National Assisted Living Week 2015 is "Nourishing life: Mind, Body and Spirit" which celebrates the countless ways assisted living caregivers nurture the whole resident. Conversely, residents nourish the lives of team members and volunteers by, with the support of loved ones, sharing their inspiring lives;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 13-19, 2015 as **ASSISTED LIVING WEEK** in Illinois, and urge all citizens to volunteer in an assisted living community, to visit friends and loved ones who resides at these communities and to learn more about how assisted living services benefit the State of Illinois and it's communities.

Issued by the Governor September 3, 2015

Filed by the Secretary of State October 2, 2015

PROCLAMATIONS

2015-254**Canavan Disease Awareness Month**

WHEREAS, Canavan Research Illinois is an Illinois nonprofit corporation established in April 2000 to meet a critical need to support medical research to treat, cure, and improve the quality of lives of all children battling Canavan disease, a rare and fatal genetic neurological disorder; and,

WHEREAS, the majority of those afflicted with Canavan disease do not reach their 21st birthday. These innocent children face the loss of all motor functions, blindness, paralysis, and eventual disintegration of the brain, at which point they fall into a vegetative state from which they cannot recover; and,

WHEREAS, Canavan Research Illinois is an all volunteer charity dedicated to raise funds to support cutting-edge research, increase public awareness, and provide a network for Canavan families; and,

WHEREAS, October 3, 2015, Canavan Research Illinois will hold the 17th Annual Canavan Charity Ball, which will be held in honor of the memory of precious Isaac Michael Levin who recently lost his hard fought battle with Canavan disease at 18 months of age. This year's Ball is also being held in honor of Max Randell's 18th birthday, a momentous milestone for this young man living with Canavan disease;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **CANAVAN DISEASE AWARENESS MONTH** in Illinois, to raise awareness of Canavan disease and in support of Canavan Research Illinois' important efforts to improve the quality of life of those who are battling this disease.

Issued by the Governor September 3, 2015

Filed by the Secretary of State October 2, 2015

2015-255**Lifeline Awareness Week**

WHEREAS, in today's highly interconnected world, telephones provide a lifeline to emergency help and a vital link to employers, community resources, friends and family; and,

WHEREAS, not everyone can afford the cost of a home telephone; and,

WHEREAS, a number of our nation's households still do not have telephone service in their homes; and,

PROCLAMATIONS

WHEREAS, the Federal Communications Commission (FCC) and the Illinois Commerce Commission have joined with UTAC in a collaborative effort to make telephone service more affordable for the nation's low-income consumers by providing a discount on the connection fee and monthly charge for local telephone service; and,

WHEREAS, consumers should not be without local phone service because they cannot afford it, and therefore the promotion of Lifeline is imperative to ensure that all US citizens have access to affordable basic local telephone service; and,

WHEREAS, the FCC has established the Enhanced Lifeline programs for Tribal Lands and recently updated its rules governing Lifeline program eligibility and non-duplication of support; and,

WHEREAS, the FCC, the National Association of Regulatory Utility Commissioners (NARUC), the National Association of State Utility Consumer Advocates (NASUCA), the state and federal agencies, cities, counties, organizations, and telecommunications companies are committed to increasing awareness about the availability of the Lifeline programs and are encouraging eligible citizens to sign up for the programs; and,

WHEREAS, the FCC, NARUC, and NASUCA have joined together to design and implement a comprehensive outreach plan to promote Lifeline subscribership;

THEREFORE, I Bruce Rauner, Governor of the state of Illinois, do hereby proclaim the week of September 14-20, 2015 as **LIFELINE AWARENESS WEEK** in Illinois and urge citizens who may be eligible for this important service to contact local telephone companies about establishing vital telecommunication service with a new telephone.

Issued by the Governor September 9, 2015

Filed by the Secretary of State October 2, 2015

2015-256**Life Insurance Awareness Month**

WHEREAS, the vast majority of Americans recognize that it is important to protect loved ones with life insurance; and,

WHEREAS, the life insurance industry pays \$63 billion to beneficiaries each year, providing a tremendous source of financial relief and security to families that experience the loss of a loved one; and,

PROCLAMATIONS

WHEREAS, despite the importance that people place on life insurance and the peace of mind that it brings to millions of American families, there are still too many Americans who lack adequate coverage; and,

WHEREAS, the unfortunate reality is that more than 95 million adult Americans have no life insurance and most with coverage have less than most experts recommend; and,

WHEREAS, millions of Americans realize that they are underinsured, with nearly one in three believing that they do not have enough coverage; and,

WHEREAS, during times like these when so many families continue to struggle, life insurance coverage is more important than ever because people have fewer financial resources to fall back on than in years past, increasing their financial vulnerability; and,

WHEREAS, the nonprofit Life Happens and a coalition representing hundreds of leading life insurance companies and organizations have designated September 2015 as "Life Insurance Awareness Month," whose goal is to get consumers thinking about their need for life insurance protection, to encourage them to seek advice from a qualified insurance professional, and to take the actions necessary to achieve a financially secure future for their loved ones;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 2015 as **LIFE INSURANCE AWARENESS MONTH** in Illinois and urge our citizens to learn more about life insurance and its benefits.

Issued by the Governor September 9, 2015
Filed by the Secretary of State October 2, 2015

2015-257**Manufacturing Month in Illinois**

WHEREAS, manufacturing in Illinois has been the historical bedrock of the state's economy for nearly two centuries; and,

WHEREAS, nearly 16,000 manufacturing firms call Illinois home and provide employment for more than 575,000 workers; and,

WHEREAS, according to the US Department of Commerce, the average salary for manufacturing in America exceeds \$77,500; and,

WHEREAS, Illinois manufacturers are facing a graying of the workforce as more than 25,000 "Baby-Boom" era workers will retire each and every year between now and 2027; and,

PROCLAMATIONS

WHEREAS, a strategic approach to creating high quality, skilled workers available to replace retiring workers does not exist everywhere in Illinois; and,

WHEREAS, modern advanced manufacturing relies on clean, well-lit and climate controlled environments; provides competitive benefits to every employee including healthcare and retirement plans and thereby makes manufacturing a worthwhile career choice for all Illinoisans, and;

WHEREAS, specific public events designed to expand general knowledge about the innumerable contributions manufacturing makes to our common good would bring significant change to the public perception of manufacturing in our state;

THEREFORE, be It Resolved, that I, Bruce Rauner, Governor of the State of Illinois, due hereby proclaim October 2015 as **MANUFACTURING MONTH IN ILLINOIS** and encourage local collaborative efforts be designed to expand knowledge about and improve general public perception of manufacturing careers and manufacturing's value to the Illinois economy, and Be It Further Resolved that Manufacturing Month is for students, parents, educators, customers, suppliers and the community at large. I urge all school districts, community colleges and manufacturers in Illinois to invest time and resources to celebrate the contributions manufacturers make to the fabric of our state's communities and assure continued success of local events highlighting Manufacturing Month in Illinois.

Issued by the Governor September 9, 2015

Filed by the Secretary of State October 2, 2015

2015-258
Cultural Week of Jalisco

WHEREAS, the Jaliscienses represent one of the largest groups of Mexicans living in the United States; and,

WHEREAS, of the 400,000 Jaliscienses living in the Midwest, 200,000 have chosen the State of Illinois as their newly adopted home; and,

WHEREAS, the Federación Jalisciense del Medio Oeste de los Estados Unidos, NFP is a non-for-profit organization that promotes the wellbeing and advancement of the Jaliscienses in the Midwest, as well as Mexico through educational, cultural, civic and social projects; and,

PROCLAMATIONS

WHEREAS, the Federación Jalisciense del Medio Oeste de los Estados Unidos, NFP has especially distinguished itself by welcoming, cultivating and encouraging leadership of youth and women; and,

WHEREAS, during the month of September, Federación Jalisciense del Medio Oeste de los Estados Unidos, NFP will participate in Semana Jalisco, a week-long celebration recognizing contributions of the Jaliscienses to the cultural and economic landscape of communities that will provide an opportunity for participants to learn about the culture of the State of Jalisco; and,

WHEREAS, this year, the Federación Jalisciense del Medio Oeste de los Estados Unidos, NFP will preview Semana Jalisco during the last week of August and first week of September with their program "7N7", which will share the culture and traditions from the State of Jalisco and Mexico in seven cities during seven days;

THEREFORE, I Bruce Rauner, Governor of the State of Illinois, do hereby proclaim August 29th – Sept 6th, 2015, as **CULTURAL WEEK OF JALISCO** in Illinois, in recognition of the contributions of Jalisco culture and in support of the Federación Jalisciense del Medio Oeste de los Estados Unidos, NFP.

Issued by the Governor September 11, 2015

Filed by the Secretary of State October 2, 2015

2015-259
Moravian Day

WHEREAS, Moravia is a province of the Czech Republic, also known as the "Bread Basket of Czechoslovakia," and Moravians are one of the oldest cultural groups in the world, dating back to before the Holy Roman Empire; and,

WHEREAS, Moravia has given birth to several prominent individuals, such as the "Teacher of Nations" Jan Amos Komensky, and Thomas G. Masaryk, who would later go on to influence the entire Czechoslovak region; and,

WHEREAS, the United States of America is a land of opportunity where people are recognized for their diverse heritage; and,

WHEREAS, the beautiful Moravian folk costumes and traditional folk music were always a part of every community and civic function in Chicago dating back to before the mid-1920s; and,

WHEREAS, twenty-two individual Moravian social organizations banded together on November 29, 1938, and formed the United Moravian Societies; and,

PROCLAMATIONS

WHEREAS, the first Moravian Day Festival was held on September 24th, 1939 at Pilsen Park in Chicago, Illinois. On that day, 26th Street blossomed in the splendor of Czech, Moravian and Slovak costumes as the great parade progressed down 26th Street from Pulaski Road to Pilsen Park.

WHEREAS, this year, Czech-Americans throughout Chicagoland, and throughout the United States and North America will celebrate the 76th annual Moravian Day event; and,

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 21, 2015 as **MORAVIAN DAY** in the State of Illinois and encourage all citizens to learn about the important contributions that Czech immigrants have made to our state, and to the nation as a whole.

Issued by the Governor September 11, 2015
Filed by the Secretary of State October 2, 2015

2015-260
Patriot Day

WHEREAS, on September 11, 2001, tragedy unfolded on American soil as four commercial airlines were hijacked by terrorists and began a journey of destruction; and,

WHEREAS, at 8:46 a.m. (EST), American Airlines Flight 11, carrying 92 people, struck the north tower of the World Trade Center in New York City; and,

WHEREAS, at 9:03 a.m. (EST), United Airlines Flight 175, carrying 65 people, flew into the south tower of the World Trade Center; and,

WHEREAS, at 9:37 a.m. (EST), American Airlines Flight 77, carrying 64 people, hit the western façade of the Pentagon in Washington D.C.; and,

WHEREAS, at 10:03 a.m. (EST) further loss of life was prevented when passengers and crew members heroically crashed United Airlines Flight 93 into a field in Somerset County, Pennsylvania, killing all those on board; and,

WHEREAS, nearly 3,000 innocent men, women and children were tragically killed in the heinous attacks; and,

PROCLAMATIONS

WHEREAS, tens of thousands emergency personal including firefighters, police officers and military personnel came to the aid to help their fellow man, including volunteers from across the country; and,

WHEREAS, in the aftermath of these horrendous acts, the United States of America bound together with courage and resolve and emerged more united as a people; and,

WHEREAS, on November 30, 2001, after passing the United States House and Senate, President George W. Bush proclaimed September 11 as Patriot Day, a day of remembrance and national mourning; and,

WHEREAS, the day of September 11 will forever be etched in the memory and hearts of all Americans; the victims will never be forgotten, and the heroism displayed by first responders, service men and women, and countless Americans who aided in humanitarian relief efforts and search and rescue operations will serve as a lasting model for all; and

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 11, 2015, as **PATRIOT DAY** in Illinois, and order all persons or entities governed by the Illinois Flag Display Act to fly their flags at half-staff from sunrise to sunset on this day, in honor and remembrance of the heroes of September 11, 2001, and all of those who lost their lives.

Issued by the Governor September 11, 2015

Filed by the Secretary of State October 2, 2015

2015-261**Annual National Public Lands Day**

WHEREAS, America's system of public lands includes parks, unique landscapes, forests, wildlife refuges, historic trails, natural streams and wetlands, nature centers, community gardens and other landmarks throughout the nation that individually and collectively represent our shared irreplaceable national resources; and,

WHEREAS, public lands provide locally accessible natural and cultural resources for environmental learning, wildlife appreciation and recreation; and,

WHEREAS, public lands promote civic ideals that include shared stewardship and recognition of public ownership; and,

WHEREAS, shared stewardship requires the goodwill, cooperation and active support of citizens, community, local and state officials, business leaders, youth and adults; and,

PROCLAMATIONS

WHEREAS, recreation opportunities offered by public lands help families and individuals lead active lifestyles and reduce the risk of childhood obesity; and,

WHEREAS, land conservation efforts improve access to public lands for urban residents and work to break down the barriers that prevent Americans from actively utilizing their public lands; and,

WHEREAS, a collaboration among state and local residents, land managers and community leaders improves the condition of publicly held lands for the greater enjoyment and enrichment of all Americans; and,

WHEREAS, National Public Lands Day is the nation's largest, single-day volunteer effort for public lands and is coordinated by the National Environmental Education Foundation. State and City Park systems throughout the nation join with federal agencies such as the Bureau of Land Management, Department of Defense, Environmental Protection Agency, National Park Service, U.S. Army Corps of Engineers, U.S. Fish & Wildlife Service and U.S. Forest Service to deliver an annual celebration of local participation on publicly held lands in this great State of Illinois;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 26, 2015 as the 22nd Annual National Public Lands Day and call upon the people of Illinois to recognize and participate in this special observance.

Issued by the Governor September 14, 2015

Filed by the Secretary of State October 2, 2015

2015-262**National Estuaries Week**

WHEREAS, the Illinois coast of Lake Michigan, including Illinois Beach State Park, Waukegan Harbor, Great Lakes Harbor, Wilmette Harbor, Grosse Point, and Chicago Harbor are integral to the State of Illinois; and,

WHEREAS, the State of Illinois is dedicated to promoting the conservation and wise use of our coast, including the quality of its water, soil, air, plant, and animal resources to ensure that these natural resources may be enjoyed by Illinoisans for generations to come; and,

WHEREAS, estuaries are unique coastal environments that support more life per square inch than any other ecosystem on Earth, providing habitat for countless species of fish, shellfish, birds, and marine mammals; and,

PROCLAMATIONS

WHEREAS, preserving our local fish habitats and populations will preserve our recreational, sport and commercial fishing industry, which benefits the state's economy; and,

WHEREAS, maintaining clean shorelines attracts millions of local residents and out of town visitors who come to the Illinois coast for tourist and recreational activities, which supports coastal industries that contribute approximately \$3 billion to the State GDP every year; and,

WHEREAS, protecting and restoring our estuaries is vital to our local and national economy because they sustain the fisheries that feed America, ensure outdoor recreational opportunities for current and future generations, reduce the costly impacts of natural hazards, and support local jobs which cannot be exported;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 19 – 26, 2015 as National Estuaries Week in the State of Illinois.

Issued by the Governor September 14, 2015

Filed by the Secretary of State October 2, 2015

2015-263**Career and Technical Organizations Week**

WHEREAS, the proper education of today's youth is a concern of all Americans; and,

WHEREAS, career and technical student organizations are dedicated to the advancement of proper education, training and development of America's youth; and,

WHEREAS, for more than 35 years, organizations such as the Illinois Coordinating Council for Career and Technical Student Organizations (ICCCTSO) have advanced awareness of the importance of career and technical student organizations as an integral part of the educational curriculum; and,

WHEREAS, career and technical student organizations in Illinois include the Business Professionals of America, Future Business Leaders of America (FBLA), Illinois Association of Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Illinois Association of FFA (FFA), Illinois Association of DECA (DECA), Illinois Postsecondary Agricultural Student Organization (PAS), Phi Beta Lambda (PBL), Illinois Association of SkillsUSA (SkillsUSA), and Technology Student Association (TSA);and,

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 4 – 10, 2015 as **CAREER AND TECHNICAL ORGANIZATIONS WEEK** in Illinois, in recognition of the contributions made by these organizations to the education of our youth.

PROCLAMATIONS

Issued by the Governor September 16, 2015
Filed by the Secretary of State October 2, 2015

2015-264
Careers in Energy Week

WHEREAS, safe, reliable and affordable energy is essential to our families, communities and businesses; and,

WHEREAS, energy supplies the simple things in life – heating, cooling, cooking, lighting; and,

WHEREAS, energy supports modern society's complex systems – providing health care, air traffic control and running a manufacturing plant. Energy also makes possible the fun things in life – lights at a baseball field, air conditioning at the theater and rides at the state fair; and,

WHEREAS, the large demand from the industrial sector makes Illinois among the nation's leading consumers of energy. The state's ability to maintain and expand these systems depends on the availability of a highly skilled, educated workforce; and,

WHEREAS, to promote workforce continuity and meet the challenges of our ever-changing economy, new workers are needed; and,

WHEREAS, women and minorities should be encouraged to pursue careers in energy. According to the Bureau of Labor Statistics, women and minorities are significantly underrepresented in the engineering workforce; and,

WHEREAS, through strategic partnerships, members of the Illinois Energy Workforce Consortium (AGL Resources, Ameren Illinois Corp., Association of Illinois Electric Cooperatives, College of DuPage, ComEd, Energy Learning Exchange-Illinois State University, Exelon Corporation, Exelon Generation, Illinois Department of Employment Security, Illinois Energy Association, Illinois Green Economy Network, Illinois Municipal Electric Agency, Integrys, MidAmerican Energy, Mt. Carmel Public Utility Co., Nicor Gas, North Shore Gas, NPL, Peoples Gas, Prairie State Generating Company, Primera Engineers, S&C Electric Company, the State of Illinois and others) strive to promote a unified and results-oriented strategy to ensure Illinoisans find new and rewarding careers in energy so that Illinois can continue to grow and prosper;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 12-18, 2015, as **CAREERS IN ENERGY WEEK** in Illinois. The Illinois Energy Workforce Consortium and its partners will hold events throughout the state to highlight the need for a

PROCLAMATIONS

strong and growing energy workforce and encourage Illinoisans of all ages to consider a career in the energy industry.

Issued by the Governor September 16, 2015

Filed by the Secretary of State October 2, 2015

2015-265**Chiropractic Health Care Month**

WHEREAS, every year, more than 30 million Americans throughout the country, including 2 million in Illinois, visit chiropractic physicians who locate and help correct joint and spinal problems; and,

WHEREAS, chiropractic physicians have long stressed that exercise, good posture, and balanced nutrition are essentials to proper growth, development, and health maintenance; and,

WHEREAS, Illinois chiropractic physicians are dedicated to protecting and promoting patient rights, the practice of chiropractic medicine, and fostering the growth of chiropractic through ongoing training and a commitment to safe and ethical practice; and,

WHEREAS, chiropractic is a safe, conservative approach to pain relief and wellness, and it is the most popular form of natural healthcare in the world; and,

WHEREAS, the science of chiropractic and the physicians who practice it have contributed greatly to the health and wellbeing of the people of Illinois:

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **CHIROPRACTIC HEALTH CARE MONTH** in Illinois, to raise awareness about chiropractic care.

Issued by the Governor September 16, 2015

Filed by the Secretary of State October 2, 2015

2015-266**Dyslexia Awareness Month**

WHEREAS, millions of Americans throughout the country and the State of Illinois have dyslexia, which is a language-based neurological disorder that affects their ability to read, write, and spell proficiently; and,

PROCLAMATIONS

WHEREAS, dyslexia occurs among all groups regardless of age, ethnicity, race, socio-economic background, and sex. The disorder is not related to one's level of intelligence or desire to learn; and,

WHEREAS, although the degree of dyslexia varies from person to person, both children and adults can overcome the disorder with proper diagnosis and treatment. Today, many dedicated professionals work in homes and schools to help those with dyslexia; and,

WHEREAS, Everyone Reading Illinois is also dedicated to helping those with dyslexia by promoting literacy through research, education, and advocacy; and,

WHEREAS, last year, other state dyslexia associations offered more than 50 free and successful events about dyslexia to educators, parents, and the public during the month of October, which is recognized as Dyslexia Awareness Month, and they plan to repeat their public awareness campaign again this October; and,

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **DYSLEXIA AWARENESS MONTH** in Illinois, in support of the campaign by Everyone Reading Illinois to raise awareness about this disorder and to help those afflicted with it.

Issued by the Governor September 16, 2015

Filed by the Secretary of State October 2, 2015

2015-267
Constitution Week

WHEREAS, the Daughters of the American Revolution, founded in 1890 and headquartered in Washington, D.C., is a non-profit, non-political volunteer women's service organization dedicated to promoting patriotism, preserving American history, and securing America's future through better education for children; and,

WHEREAS, these goals are as relevant in today's society as they were when the organization was founded in 1890; and,

WHEREAS, members of the Daughters of the American Revolution volunteer millions of service hours annually in their local communities including supporting active duty military personnel and assisting veteran patients, awarding scholarships and financial aid each year to students, and supporting schools for underserved children; and,

PROCLAMATIONS

WHEREAS, as one of the most inclusive genealogical societies in the country, the organization boasts 177,000 members in 3,000 chapters across the United States and internationally. Any woman 18 years or older-regardless of race, religion, or ethnic background-who can prove lineal descent from a patriot of the American Revolution, is eligible for membership.

WHEREAS, September 17, 2015, begins the national celebration of Constitution Week and the weeklong commemoration of America's most important document; and,

WHEREAS, in 1955, the Daughters of the American Revolution petitioned Congress to set aside September 17-23 annually to be dedicated for the observance of Constitution Week, and the resolution was later adopted by the U.S. Congress and signed into Public Law on August 2, 1956 by President Dwight D. Eisenhower; and,

WHEREAS, It is important that we, as a nation, take time to celebrate the rich history of this country and recognize all the sacrifices that were made to ensure the freedoms that Americans enjoy today, and to better gain an understanding of the past as we look toward a bright future for the Land of Lincoln;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 17-23rd, as **CONSTITUTION WEEK** in Illinois.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-268**Diversity Employment Day**

WHEREAS, a diverse workplace and "Getting America Back to Work" is an economic necessity; and,

WHEREAS, the success of a company in the 21st century depends on its ability to maintain a workforce that mirrors the diverse community it serves; and,

WHEREAS, the Diversity Employment Day Career Fair will bring together the State of Illinois major employers with thousands of qualified diverse professionals; and,

WHEREAS, the Diversity Employment Day Career Fair will be held at the Embassy Suites Chicago on September 29, 2015; and,

WHEREAS, the Diversity Employment Day Career Fair will offer employment opportunities and career guidance for professionals in accounting, administration, healthcare, hardware and

PROCLAMATIONS

software engineering, finance, information technology, law enforcement, management, marketing, sales, network, data and telecommunications;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 29, 2015, as **DIVERSITY EMPLOYMENT DAY** in Illinois and encourage all Illinoisans to join in this observance.

Issued by the Governor September 17, 2015
Filed by the Secretary of State October 2, 2015

2015-269**DuPage Children's Museum Day**

WHEREAS, math, science and art are critical subjects for children and Illinois residents recognize the importance of integrating them into early childhood learning; and,

WHEREAS, DuPage Children's Museum welcomes nearly 300,000 visitors from across Illinois and the United States each year; and,

WHEREAS, DuPage Children's Museum suffered a flood on January 9, 2015, and was forced to close its doors for months as a result of this disaster; and,

WHEREAS, the DuPage Children's Museum has reimagined, reengineered and revamped its play space and exhibits in order to inspire and delight the children of Illinois and beyond; and,

WHEREAS, the DuPage Children's Museum is a valuable asset to the early learning community in the state of Illinois;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 19, 2015, as **DUPAGE CHILDREN'S MUSEUM DAY** in Illinois.

Issued by the Governor September 17, 2015
Filed by the Secretary of State October 2, 2015

2015-270**Dysautonomia Awareness Month**

WHEREAS, dysautonomia is a group of medical conditions that result in a malfunction of the autonomic nervous system, which is responsible for "automatic" bodily functions such as respiration, heart rate, blood pressure, digestion, temperature control and more; and,

PROCLAMATIONS

WHEREAS, some forms of dysautonomia are considered rare diseases, such as Multiple System Atrophy and Pure Autonomic Failure, while other forms of dysautonomia are common, impacting millions of people in the US and around the world, such as Diabetic Autonomic Neuropathy, Neurocardiogenic Syncope and Postural Orthostatic Tachycardia Syndrome; and,

WHEREAS, dysautonomia impacts people of any age, gender, race or background, including many individuals living in Illinois; and,

WHEREAS, increased awareness about dysautonomia will help patients get diagnosed and treated earlier, save lives, and foster support for individuals and families coping with dysautonomia in our community; and,

WHEREAS, Dysautonomia International, is a 501(c)(3) non-profit organization that advocates on behalf of patients living with dysautonomia; and,

WHEREAS, it is important to recognize the professional medical community, patients and family members who are working to educate our citizenry about dysautonomia in Illinois;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015, as **DYSAUTONOMIA AWARENESS MONTH** in Illinois.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-271**Food Pantry Awareness Day**

WHEREAS, food insecurity is associated with a variety of negative health outcomes including lower scores on physical and mental health exams, cardiovascular risk factors and increased risk of developing diabetes, hypertension and other chronic diseases; and,

WHEREAS, food insecurity in adults has been demonstrated to cause mental health issues and behavior problems; and,

WHEREAS, children growing up in food-insecure families are vulnerable to stunted development, poor health, behavior issues, social difficulties and low-academic achievement; and,

WHEREAS, as a result of the rising cost of food and housing, many have found themselves turning to food pantries to supply themselves with the nutritious food that they need to keep themselves and their families healthy; and,

PROCLAMATIONS

WHEREAS, the goal of Food Pantry Awareness Day is to promote awareness of hunger across Illinois and to recognize the critical role of food pantries in providing food to those who are in need;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim August 22, 2015, as **FOOD PANTRY AWARENESS DAY** in Illinois.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-272**German Unification Day**

WHEREAS, October 3, 2015 marks the 25th Anniversary of the reunification of the Federal Republic of Germany; and,

WHEREAS, reunification heralded the end of the Cold War in Germany, proving Germans from the East and the West could work together to provide, "Unity and Justice and Freedom," for all, as their national anthem declares; and,

WHEREAS, these aspirations align with the constitutional values of the United States and the State of Illinois; and,

WHEREAS, Illinois shares a rich heritage with the German people including German-born Governor John Peter Altgeld and more than 2.5 million people of German descent who call Illinois home; and,

WHEREAS, Germany has long posted diplomats throughout the State of Illinois including the German Consulate General in Chicago; and,

WHEREAS, the mutually beneficial relationship cultivated between Germany and Illinois is embodied by a multitude of strong economic ties and the many sister-city programs for students throughout Illinois and Germany; and,

WHEREAS, German Americans in Illinois share the same zeal for democracy that has made Germany a leader in the global quest for freedom since the unification of the Federal Republic 25 years ago;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 3, 2015 as **GERMAN UNIFICATION DAY** throughout the State of Illinois, and call upon all

PROCLAMATIONS

Illinoisans to take time this day to appreciate this great achievement for democracy and the German people.

Issued by the Governor September 17, 2015
Filed by the Secretary of State October 2, 2015

2015-273**Live Positively Fitness Month**

WHEREAS, Illinois celebrates Live Positively Fitness Month to bring greater awareness to the importance of physical fitness and wellness in the fight against childhood obesity; and,

WHEREAS, childhood obesity affects more than 23 million children and teenagers in the United States – nearly 1 in 3 young people are overweight or obese; and,

WHEREAS, lack of physical activity contributes to childhood obesity and chronic diseases; and

WHEREAS, childhood obesity puts children at risk for developing health problems such as heart disease, type 2 diabetes and other serious medical issues; and,

WHEREAS, Chairman Jake Steinfeld and the National Foundation for Governors' Fitness Councils is giving Illinois schools the tools to promote physical activity and wellness; and,

WHEREAS, Illinois has joined with the National Foundation for Governors' Fitness Councils in an effort to decrease childhood obesity and save lives; and,

WHEREAS, academics and fitness go hand in hand; and,

WHEREAS, Live Positively Fitness Month will help bring greater awareness to the childhood obesity epidemic and the importance of encouraging children and families to get physically fit;

THEREFORE, I Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **LIVE POSITIVELY FITNESS MONTH** in the State of Illinois and encourage all individuals to work together by engaging in physical activity to make our children, and our state, the healthiest in the nation.

Issued by the Governor September 17, 2015
Filed by the Secretary of State October 2, 2015

2015-274**National Gymnastics Day**

PROCLAMATIONS

WHEREAS, USA Gymnastics and gymnastics clubs across the nation annually celebrate National Gymnastics Day to showcase the sport of gymnastics and to encourage and promote physical fitness among our nation's youth; and,

WHEREAS, gymnastics provides a great foundation for building strength, flexibility, fitness, life skills, enhancing self-esteem and goal setting abilities; and,

WHEREAS, National Gymnastics Day seeks to promote the value of physical fitness and good nutrition for everyone, regardless of age, gender and ability level, through the 2015 Fitness Program; and,

WHEREAS, on National Gymnastics Day, gymnastics clubs around the world partner with USA Gymnastics to heighten the visibility of the sport and encourage participation at the grassroots level; and,

WHEREAS, National Gymnastics Day aims to serve the greater community good by supporting the mission of the Nastia Liukin Fund through outreach to clubs that aid athletes who need financial assistance to remain or become involved in gymnastics; and,

WHEREAS, collectively, our nation, our state and USA Gymnastics strive to encourage greatness and achievement in our young people;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 19, 2015, as **NATIONAL GYMNASTICS DAY** in Illinois.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-275**National Physical Therapy Month**

WHEREAS, millions of Americans throughout the country, including from the State of Illinois, are able to live active lives and participate in regular exercise with more mobility and less pain due to the care of physical therapists; and,

WHEREAS, physical therapists treat a multitude of conditions, including ankle, back, knee, neck, and shoulder pain and injuries, and they also provide rehabilitation services for those recovering from a variety of surgeries; and,

PROCLAMATIONS

WHEREAS, there are many different techniques utilized by physical therapists, such as gait training, joint and soft tissue mobilization, and therapeutic exercise; and,

WHEREAS, while the immediate objective of treatment is to maximize function and reduce pain, the ultimate goal of physical therapy is to teach patients how to take care of themselves; and,

WHEREAS, every October, physical therapists across Illinois take the time to celebrate their accomplishments and to educate the public about their profession;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **NATIONAL PHYSICAL THERAPY MONTH** in Illinois to raise awareness about physical therapy and to promote physical therapists as a vital part of the healthcare system.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-276**Nuclear Science Week**

WHEREAS, the American Nuclear Society and other organizations and professionals worldwide are recognizing Nuclear Science Week, the third week of October; and,

WHEREAS, thousands of nuclear science professionals are dedicated to the service and progress of the communities they serve; and,

WHEREAS, because of the hard work of a collective community of citizens and professionals who are at the center of this work, the nuclear science industry's goals are always of peaceful applications in the fields of energy, medicine, research, and more; and,

WHEREAS, nuclear medicine is used in millions of diagnostic and therapeutic procedures every day to improve the health and lives of Illinois citizens; and,

WHEREAS, nuclear space propulsion systems are being used safely and reliably in robotic missions and science experiments beyond our solar system; and,

WHEREAS, 100 operating nuclear reactors in the U.S. employ an average of 700 people in 31 states; and,

PROCLAMATIONS

WHEREAS, nuclear energy is a vital part of America's energy portfolio. Nuclear energy already provides about 20 percent of the country's electricity, and Illinois' six facilities generate more than 48 percent of the state's electricity;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do here by proclaim October 18-24, 2015, as **NUCLEAR SCIENCE WEEK** in Illinois, and I urge all people in our state to join me in the special observance.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-277
Payroll Week

WHEREAS, the American Payroll Association joins countless payroll professionals throughout the State of Illinois in observing National Payroll Week, September 7-11, 2015; and,

WHEREAS, this awareness campaign is designed to help workers in America better understand issues related to our payroll and tax systems, as well as to educate payroll professionals and employers about important payroll-related regulatory and compliance issues; and,

WHEREAS, payroll professionals in Illinois play a key role in maintaining our state's economic health, carrying out such diverse tasks as paying into the unemployment insurance system, providing information for child support enforcement and carrying out tax withholding, reporting and depositing; and,

WHEREAS, payroll departments nationwide collect more than \$2.08 trillion annually complying with myriad federal, state and local wage tax laws; and,

WHEREAS, these funds go toward supporting important civic projects, including roads, schools and parks in communities across Illinois; and,

WHEREAS, payroll professionals have become increasingly proactive in leading initiatives that help educate citizens on key payroll-related issues facing businesses and workers in America, and,

WHEREAS, these dedicated professionals continually strive to meet the highest standards toward improving compliance with government procedures, reducing costs and improving the overall payroll process in Illinois;

PROCLAMATIONS

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 7 – 11, 2015, as **PAYROLL WEEK** in Illinois, and urge all of Illinois to reflect on the important work done by payroll professionals throughout our great state.

Issued by the Governor September 17, 2015
Filed by the Secretary of State October 2, 2015

2015-278

Sign Language Interpreter Awareness Month

WHEREAS, the Chicago Hearing Society established the first sign language interpreter referral service in Illinois in 1979; and,

WHEREAS, there are several hundred interpreters in Chicago and across Illinois who are committed to providing interpreting services every year; and,

WHEREAS, the Chicago Hearing Society, a division of Anixter Center, promotes self-reliance and opportunities for individuals to participate in the communities of their choice; and,

WHEREAS, the Chicago Hearing Society provides a wide range of services for children and adults who are deaf, hard of hearing, including interpreter referral services, sign language classes, hearing aid bank, hearing health clinic, youth programs, amplified phone distribution, advocacy, information referrals, and assistance for people who are deaf and hard of hearing who are victims of violent crimes and domestic violence; and,

WHEREAS, the Anixter Center assists people with disabilities and related challenges to live, learn, work and play in the community; and,

WHEREAS, the Anixter Center is an advocate for the rights of people with disabilities to be full and equal members of the community; and,

WHEREAS, there is an increasing need for interpreting professionals so that the deaf, hard of hearing, and hearing people can communicate effectively in a wide range of situations;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim August 2015 to be **SIGN LANGUAGE INTERPRETER AWARENESS MONTH** in Illinois, and encourage residents to be aware of the contributions interpreters make to help deaf, hard of hearing and hearing people integrate with the community.

Issued by the Governor September 17, 2015
Filed by the Secretary of State October 2, 2015

PROCLAMATIONS

2015-279**Transverse Myelitis Day**

WHEREAS, transverse myelitis (TM) is a neurological disorder caused by the inflammation of the spinal cord, resulting in pain, muscle weakness, loss of bowel control and (in severe cases) paralysis; and,

WHEREAS, 60 percent of TM cases have unknown causes and the remaining 40 percent are attributed to autoimmune disorders such as multiple sclerosis, Neuromyelitis optica, systemic lupus erythematosus, Mycoplasma pneumonia, Sjoren's syndrome and other autoimmune disorders; and,

WHEREAS, TM is a rapidly progressing disease, with symptoms developing and worsening within a matter of days; and,

WHEREAS, no effective cure currently exists for TM, and two-thirds of those diagnosed with TM show fair to minimal recovery, and of those who do show recovery, this process can take up to two years; and,

WHEREAS, complications from TM can be long lasting and can include pain, muscle stiffness, tightness or spasms, partial or total limb paralysis, sexual dysfunction, osteoporosis, and depression; and,

WHEREAS, TM is a disease that affects all ages, races and genders regardless of family history, although it primarily affects persons between the ages of 10-19 and 30-39; and,

WHEREAS, there are approximately 1400 new cases of TM annually, with 25 percent of these cases being children; and,

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 20th, 2015, as **TRANSVERSE MYELITIS DAY** in Illinois, in order to raise awareness of transverse myelitis within our State.

Issued by the Governor September 17, 2015

Filed by the Secretary of State October 2, 2015

2015-280**Illinois Flag Display Act – State Representative Esther Golar**

PROCLAMATIONS

WHEREAS, State Representative Esther Golar was a respected member of the Illinois House of Representatives; and,

WHEREAS, State Representative Esther Golar was a native of Chicago, Illinois, and represented the citizens of the 6th District; and,

WHEREAS, State Representative Esther Golar was appointed to the Illinois General Assembly in December 2005 and was first elected on November 7, 2006; and,

WHEREAS, State Representative Esther Golar dutifully served on the following committees: Appropriations-Human Services, Renewable Energy & Sustainability, Restorative Justice, Judiciary – Criminal, Public Utilities, and she also chaired the Elementary and Secondary Education School Curriculum Policies Committee; and,

WHEREAS, State Representative Esther Golar exercised great wisdom and thoughtfulness as she sought solutions to difficult social policy questions in the realm of housing, education, restorative justice, healthcare, and mental illness; and,

WHEREAS, State Representative Esther Golar was a compassionate champion for the marginalized and needy; and,

WHEREAS, State Representative Esther Golar was a pillar of strength in her community and represented the people of the 6th District with tenacity and grace; and,

WHEREAS, State Representative Esther Golar sadly passed away after a courageous struggle against a prolonged illness;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby order all persons or entities governed by the Illinois Flag Display Act to fly their flags at half-staff starting at sunrise on Sunday, September 27, 2015 until sunset on Tuesday, September 29, 2015 in honor and remembrance of State Representative Esther Golar and the important legacy she leaves behind.

Issued by the Governor September 24, 2015

Filed by the Secretary of State October 2, 2015

2015-281**Historically Black Colleges and Universities Day**

WHEREAS, in 1997, a small group of African American businessmen formed the Chicago Football Classic (CFC) as a not-for-profit organization dedicated to encouraging African American youth to achieve their personal best in school and beyond; and,

PROCLAMATIONS

WHEREAS, CFC is a not-for-profit organization whose mission is to inspire African American high school and college students through support for programs, initiatives and events that increase awareness of opportunities to achieve educational excellence; and,

WHEREAS, this initiative empowers young African American students to not only complete high school, but also attend Historically Black Colleges and Universities; and,

WHEREAS, the group achieves these goals through several initiatives, including adopt-a-school programs and scholarships for African American students planning to attend Historically Black Colleges and Universities; and,

WHEREAS, Historically Black Colleges and Universities' originated from a need for places of higher learning for African Americans prior to the American Civil Rights Movement; and,

WHEREAS, Historically Black Colleges and Universities have flourished over the course of time, growing in academic stature and excellence, and many offer not only bachelor's degrees, but also master's level and doctorate degrees; and,

WHEREAS, Historically Black Colleges and Universities offer enrollment to students of all racial and ethnic origins;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 26th, 2015, as **HISTORICALLY BLACK COLLEGES AND UNIVERSITIES DAY** in Illinois, and encourage all students regardless of racial background to explore the tremendous academic opportunities provided by Historically Black Colleges and Universities.

Issued by the Governor September 25, 2015

Filed by the Secretary of State October 2, 2015

2015-282**Mental Health Awareness Day**

WHEREAS, mental health disorders and depression effect people from all walks of life without regard for age, gender, race, or socioeconomic status; and,

WHEREAS, the American Foundation for Suicide Prevention, established in 1987, is an organization dedicated to the prevention of suicide through research, education, and advocacy for those with mental disorders. They also reach out to those impacted by suicide; and,

PROCLAMATIONS

WHEREAS, the American Foundation for Suicide Prevention has reached out to more than 1 million citizens, and provided resources and training in hundreds of high schools and communities on the topics of depression, mental illness, and suicide; and,

WHEREAS, this is made possible by money raised from the "Out of the Darkness Community Walks," five-mile community walks which takes place annually and are designed to bring to light issues surrounding depression and mental illness; and,

WHEREAS, the Illinois "Out of the Darkness Chicagoland Community Walk" will take place on Saturday, September 26, 2015; and,

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 26, 2015 as **MENTAL HEALTH AWARENESS DAY** in Illinois in support of the Illinois Chapter of American Foundation for Suicide Prevention's "Out of the Darkness Chicagoland Community Walk," and encourage all citizens to remember the importance of mental health and learn to recognize the warning signs of depression and suicide.

Issued by the Governor September 26, 2015

Filed by the Secretary of State October 2, 2015

2015-283**Adult Education and Family Literacy Week**

WHEREAS, on November 3, 1966, the Adult Education Act of 1966 was signed into law by President Lyndon Johnson, establishing a new education system comprised of a partnership between the federal government and the states; and,

WHEREAS, more than 93 million American adults have basic or below basic literacy skills that limit their ability to advance at work and in their education; and,

WHEREAS, in Illinois more than 1.2 million adults do not have a high school diploma or equivalency certificate and approximately 2.76 million immigrants speak a language other than English in their homes; and,

WHEREAS, a literate society is the cornerstone of a free society; and,

WHEREAS, the best predictor of the educational achievement of the child is the educational achievement of the parent; and,

WHEREAS, in Illinois adult learners have access to high quality career pathway basic education, postsecondary education and training programs in high demand occupations; and,

PROCLAMATIONS

WHEREAS, approximately 90 percent of the fastest growing jobs of the future will require education or training beyond high school; and,

WHEREAS, a literate and skilled workforce promotes job creation and economic growth in the state; and,

WHEREAS, adult education promotes the lifelong process of self-improvement including the acquisition of self-sustaining high skilled employment that provides a family sustaining wage, promotes self-esteem, promotes a sense of empowerment, increases a person's ability to reach their maximum potential and assists the State and Nation in reaching economic stability and competitiveness;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 21-26, 2015, as **ADULT EDUCATION AND FAMILY LITERACY WEEK** in Illinois, recognizing that our state honors the teachers, adult educators, community partners and the tens of millions of adult learners that have created and participated in this unique education system which promotes the inclusion of all citizens in the democratic, social and economic processes of our state and nation.

Issued by the Governor September 29, 2015

Filed by the Secretary of State October 2, 2015

2015-284**Charcot Marie Tooth (CMT) Awareness Month**

WHEREAS, Charcot-Marie-Tooth disease (CMT) is a neurological disorder named after the three physicians who first described it in 1886 — Jean-Martin Charcot, Pierre Marie, and Howard Henry Tooth; and,

WHEREAS, CMT is a group of inherited disorders that affect the peripheral nerves, which are nerves located outside the brain and spinal cord; and,

WHEREAS, CMT is primarily inherited and is not contagious nor is it caused by lifestyle choices or environmental issues; and,

WHEREAS, though CMT is just one kind of neuropathy, there are many other causes of neuropathy, the most common being diabetes; and,

WHEREAS, CMT affects approximately 2.8 million people of all races and ethnic groups worldwide; and,

PROCLAMATIONS

WHEREAS, more than 70 types of CMT exist today, each caused by a different kind of mutation, with more types being discovered each year; and,

WHEREAS, in the most common type of CMT, symptoms can begin anytime from birth to adulthood; and,

WHEREAS, symptoms usually begin in the feet and can cause weakness, numbness, foot deformity, foot drop, loss of muscle in the lower legs, and difficulty in balance; and,

WHEREAS, diagnosis of CMT can be established through a neurological evaluation by an expert in neuropathy, including a complete family history, physical exam, nerve conduction tests, and appropriate genetic testing; and,

WHEREAS, treatment may help improve independent functioning and quality of life of those affected and can include physical and occupational therapy, physical activity, braces or other orthopedic devices, and in some cases surgery; and,

WHEREAS, there are no known treatments that will stop or slow down the progression of CMT; and,

WHEREAS, the progression of CMT is generally slow, usually is not life-threatening, and almost never affects the brain;

THEREFORE, I, Bruce Rauner, Governor of Illinois, do hereby proclaim September 2015 as **CHARCOT MARIE TOOTH (CMT) AWARENESS MONTH** in Illinois, to increase knowledge of CMT and allow the community at large to better support those who struggle with the challenges of this disorder.

Issued by the Governor September 29, 2015

Filed by the Secretary of State October 2, 2015

2015-285**Diaper Need Awareness Week**

WHEREAS, diaper need is not having enough diapers for infants and toddlers and can adversely affect the health and welfare of infants, toddlers and their families; and,

WHEREAS, national surveys report that one in three mothers experience diaper need at some time while their children are less than three years of age and 48 percent of families delay changing a diaper to extend their supply; and,

PROCLAMATIONS

WHEREAS, the average infant or toddler requires an average of 50 diaper changes per week over three years; and,

WHEREAS, diapers cannot be bought with food stamps or WIC vouchers, therefore obtaining a sufficient supply of diapers can cause economic hardship to families; and,

WHEREAS, a supply of diapers is generally an eligibility requirement for infant and toddlers to participate in childcare programs and quality early education programs; and,

WHEREAS, the people of Illinois recognize that addressing diaper need can lead to economic opportunity for the state's low-income families and can lead to improved health for families and their communities; and,

WHEREAS, Illinois is proud to be home to various community organizations that recognize the importance of diapers in helping provide economic stability for families and distribute diapers to poor families through various channels;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 28-October 4, 2015, as **DIAPER NEED AWARENESS WEEK** in Illinois, and encourage the citizens of Illinois to donate generously to diaper banks, diaper drives and organizations that distribute diapers to families in need to help alleviate diaper need in Illinois.

Issued by the Governor September 29, 2015

Filed by the Secretary of State October 2, 2015

2015-286**Domestic Violence Awareness Month**

WHEREAS, domestic violence is a prevalent social problem that not only harms the victim, but also negatively impacts a victim's family, friends and community at large; and,

WHEREAS, domestic violence knows no boundaries; it exists in all neighborhoods and cities, and affects people of all ages, genders, racial, ethnic, economic and religious backgrounds; and,

WHEREAS, one in four women will experience domestic violence sometime in her life, and in Illinois, there are approximately 115,000 to 125,000 domestic crimes each year; and,

WHEREAS, for many victims of domestic violence, abuse experienced at home often follows them to the workplace, where they are harassed by threatening phone calls and emails; and,

PROCLAMATIONS

WHEREAS, the health-related costs of rape, physical assault, stalking and homicide by intimate partners amount to nearly \$6 billion every year, and the annual cost of lost productivity in the workplace due to domestic violence is estimated to be hundreds of millions of dollars, with nearly 8 million paid workdays lost per year; and,

WHEREAS, through the month of October, the Illinois Coalition Against Domestic Violence and its 52 member organizations will hold numerous events across the state in observance of Domestic Violence Awareness Month, including walk/runs, Silent Witness events, candlelight vigils and marches;

THEREFORE, I Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **DOMESTIC VIOLENCE AWARENESS MONTH** in the State of Illinois.

Issued by the Governor September 29, 2015
Filed by the Secretary of State October 2, 2015

2015-287

Illinois Arts & Humanities Month

WHEREAS, the arts and humanities are the embodiment of all things beautiful and entertaining in the world -- the enduring record of human achievement; and,

WHEREAS, the arts and humanities enhance every aspect of life in Illinois -- improving our economy, enriching our civic life, driving tourism, and exerting a profound positive influence on the education of our children; and,

WHEREAS, the nonprofit arts and cultural sector also strengthens our economy by generating \$2.75 billion in annual spending and supporting more than 78,000 full-time-equivalent jobs; and,

WHEREAS, arts education research shows that the arts help to foster discipline, creativity, imagination, self-expression, and problem solving skills while also helping to develop a heightened appreciation of beauty and cross-cultural understanding; and,

WHEREAS, we use the humanities - the interpretation and discussion of all forms of thought, interest and expression - to examine what it means to be human; and,

WHEREAS, the arts and humanities play a unique and intrinsically valuable role in the lives of our families, our communities, and our state; and,

PROCLAMATIONS

WHEREAS, the month of October has been recognized as National Arts and Humanities Month by thousands of arts and cultural organizations, communities, and states across the country, as well as by the White House and Congress for more than two decades;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **ILLINOIS ARTS & HUMANITIES MONTH** and call upon all citizens to explore, celebrate and participate in arts and culture in the Land of Lincoln.

Issued by the Governor September 29, 2015

Filed by the Secretary of State October 2, 2015

2015-288**Infant Safe Sleep Awareness Month**

WHEREAS, hundreds of infants die each year because they are placed in unsafe sleeping environments; and,

WHEREAS, Sudden Unexpected Infant Deaths (SUID) is the sudden and unexpected death of an infant, birth to age one year, in which the manner and cause of death are not immediately obvious prior to investigation; and,

WHEREAS, Sudden Infant Death Syndrome (SIDS) is a subset of SUID and remains the number one cause of infant death between the age of 28 days to one year; and,

WHEREAS, the tragedy of SUID can happen to any family, regardless of race, ethnic or economic group; and,

WHEREAS, adult beds, waterbeds, couches, chairs, pillows, quilts and other soft surfaces are not appropriate or safe for sleeping infants; and,

WHEREAS, babies sleep safest when sleeping alone, on their backs, in a bassinet or crib with a firm mattress and tightly fitted sheets free of pillows, bumpers, blankets and other items, in a smoke-free environment; and,

WHEREAS, Illinois law requires hospitals to provide education and materials regarding SIDS prevention and safe sleep practices to parents of newborns; and,

WHEREAS, during the month of October we raise awareness of the important steps parents can take to ensure the safety of their infant children while sleeping;

PROCLAMATIONS

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2015 as **INFANT SAFE SLEEP AWARENESS MONTH** in Illinois in order to raise awareness about sudden unexplained infant death and to encourage infant safe sleep practices so that no parent will have to endure the tragedy of infant death.

Issued by the Governor September 29, 2015
Filed by the Secretary of State October 2, 2015

2015-289**National Surgical Technologist Week**

WHEREAS, surgical technologists in Illinois play a vital role in the care and health of surgical patients; and,

WHEREAS, surgical technologists, also called scrubs and surgical or operating room technicians, are members of operating room teams, which most commonly include surgeons, anesthesiologists, and circulating nurses who assist medical operations in a number of capacities; and,

WHEREAS, surgical technologists preserve and protect the operative sterile field and work tirelessly to prevent surgical site infections that threaten patients' recovery; and,

WHEREAS, all major hospitals in Illinois employ surgical technologists to work with surgeons in the operating room to provide quality patient care; and,

WHEREAS, as the baby boomer generation, which accounts for a large percentage of the general population, approaches retirement age, and technological advances, such as fiber optics and laser technology, permit new surgical procedures that surgical technologists often operate, employment of surgical technicians is expected to grow faster than average for all other occupations; and,

WHEREAS, encouragingly, the Illinois community college system currently has several programs that graduate top quality students each year; and,

WHEREAS, surgical technology is projected to grow faster than the average of all other medical occupations through the year 2020; and,

WHEREAS, the Association of Surgical Technologists annually designates a week in September as National Surgical Technologist Week to celebrate and promote the profession;

PROCLAMATIONS

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 20-26, 2015, as **NATIONAL SURGICAL TECHNOLOGIST WEEK** in Illinois in honor of the outstanding service surgical technologists perform for surgical patients, and in support of the Association of Surgical Technologist's efforts to raise public awareness about the profession.

Issued by the Governor September 29, 2015
Filed by the Secretary of State October 2, 2015

2015-290
Principals Day and Week

WHEREAS, school principals play an important role in the education and growth of children in elementary, middle and secondary schools across the State of Illinois; and,

WHEREAS, school principals are responsible for promoting education and working with parents and teachers to ensure that each child receives services that meet their needs to excel in the classroom; and,

WHEREAS, it is the primary responsibility of the State of Illinois to preserve and improve resources for schools so that all students have the opportunity to receive a quality education and foundation for a successful future; and,

WHEREAS, the Illinois Principals Association, which represents 5,000 educational leaders statewide, believes that learning is a lifelong process and that the education of our children is the highest priority; and,

WHEREAS, for that reason, the Illinois Principals Association is dedicated to advancing student learning through effective and innovative educational leadership development; and,

WHEREAS, educational leaders face many challenges in educating our young people and it is through their perseverance and passion that Illinois is able to continue to produce quality, career ready students; and,

WHEREAS, we must continue to encourage, support and recognize those who have a positive impact on Illinois students and the educational system in the Land of Lincoln;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim the week of October 18-24, 2015 as **PRINCIPALS WEEK** and Friday, October 23, 2015 as **PRINCIPALS DAY** in Illinois, to recognize principals and the Illinois Principals Association for all that they do to help our children learn and succeed.

PROCLAMATIONS

Issued by the Governor September 29, 2015
Filed by the Secretary of State October 2, 2015

2015-291
Prostate Cancer Awareness Month

WHEREAS, prostate cancer is the number one cancer among men and the second leading cause of cancer-related deaths among men in the United States; and,

WHEREAS, approximately 220,000 men will be diagnosed with prostate cancer this year, and almost 30,000 will die from it; and,

WHEREAS, African-American men, men with a family history of prostate cancer and men exposed to Agent Orange are at highest risk; and,

WHEREAS, the President of the United States proclaims September as National Prostate Cancer Awareness Month each year; and,

WHEREAS, prostate cancer not only affects men but also affects their family and friends; and,

WHEREAS, prostate cancer is usually treatable if detected early; and,

WHEREAS, early stage prostate cancer usually has no symptoms; and,

WHEREAS, men who have prostate cancer and are educated about the value of early detection will be more likely to have the cancer detected when it is treatable; and,

WHEREAS, men who discuss treatment options with their healthcare provider and with their family are more likely to make good treatment decisions; and,

WHEREAS, Illinois Prostate Cancer Awareness Month will encourage men to discuss prostate cancer with their healthcare provider;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim September 2015 as **PROSTATE CANCER AWARENESS MONTH** in Illinois, and encourage all our men to learn their risk and to speak to their healthcare provider about screening for prostate cancer.

Issued by the Governor September 29, 2015
Filed by the Secretary of State October 2, 2015

PROCLAMATIONS

2015-292**Wright in Glencoe Day**

WHEREAS, the Village of Glencoe, located in northeast Cook County, has the world's third largest concentration of structures designed by the renowned American architect Frank Lloyd Wright; and

WHEREAS, the Village of Glencoe contains the only Wright-designed subdivision, known as Ravine Bluffs, which dates to 1915 and includes Wright's layout of streets and lots and seven Wright-designed dwellings, as well as Wright's only executed concrete vehicular bridge, three large concrete subdivision entrance planters, and a commuter rail station; and

WHEREAS, in mid-2014, the all-volunteer Glencoe Historical Society launched Wright in Glencoe, a multi-faceted centennial celebration that included monthly programs; and

WHEREAS, the Wright Around Town public art project has featured artists sponsored by local organizations, businesses and community leaders who transformed fifteen replicas of Wright-designed street markers into unique works of art, on public display throughout downtown Glencoe since June; and

WHEREAS, the Wright in Glencoe celebration will culminate with the Ravine Bluffs Centennial Gala on October 3, 2015, featuring a live auction of the Wright Around Town markers; and

WHEREAS, the planned Wright in Glencoe Legacy Project will reconstruct the Wright-designed waiting station and redevelop an adjacent parcel as the Ravine Bluffs Centennial Park to honor Wright, Sherman Booth and Jens Jensen, Wright's collaborators on Ravine Bluffs and other works in Glencoe; and

WHEREAS, the thousands of volunteer hours of research, planning and writing devoted to Wright in Glencoe have expanded the body of knowledge of the works of Frank Lloyd Wright, Sherman and Elizabeth Booth and Jens Jensen, and provided the foundation for a curated house walk on September 20, 2015, and a new Glencoe Historical Society exhibit;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 3, 2015, as **WRIGHT IN GLENCOE DAY** in Illinois and congratulate the Glencoe Historical Society and its volunteers for its valuable contribution to architectural history and culture in the State of Illinois.

Issued by the Governor September 29, 2015

Filed by the Secretary of State October 2, 2015

PROCLAMATIONS

2015-293**20th Anniversary of Illinois Partners for Clean Air**

WHEREAS, Illinois Partners for Clean Air is a non-profit coalition dedicated to bringing cleaner air to the Chicago metropolitan area; and,

WHEREAS, the coalition was formed in 1995 by fifteen charter members including government bodies, non-profits and businesses; and,

WHEREAS, the coalition now consists of hundreds of member organizations, all committed to reducing air pollution through voluntary actions; and,

WHEREAS, poor outdoor air quality can be harmful to the health of thousands of Illinois citizens, especially children, the elderly, and individuals with lung or heart disease; and,

WHEREAS, in addition to working with employers, Illinois Partners for Clean Air also implements a number of educational programs throughout the Chicago area to inform businesses and individuals about the impact of and ways to reduce air pollution; and,

WHEREAS, the Illinois Environmental Protection Agency and Partners for Clean Air issue a daily air quality forecast using the federal air quality index; and,

WHEREAS, information provided by Illinois Partners for Clean Air empowers businesses and citizens to better protect the health of individuals and their families; and,

WHEREAS, Illinois Partners for Clean Air, is hereby acknowledged for their milestone accomplishment of twenty years of air quality awareness and education to the Chicago metropolitan community;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim this 2015 year as the **20TH ANNIVERSARY OF ILLINOIS PARTNERS FOR CLEAN AIR** in Illinois.

Issued by the Governor September 30, 2015

Filed by the Secretary of State October 2, 2015

2015-294**Adoption Awareness Month**

WHEREAS, thanks to thousands of adoptive parents across the state, 15,451 children have found permanent homes in Illinois over the last decade, including 1,838 children in the last year alone; and,

PROCLAMATIONS

WHEREAS, all children need and deserve the love, nurturing, and sense of security that can only come from being a part of a loving, permanent family; and,

WHEREAS, adoption provides a unique joy and a special opportunity for individuals, whether or not they are already parents, married, in a civil union, single, or divorced, to open their hearts and homes to children; and,

WHEREAS, the Illinois Department of Children and Family Services and its nonprofit partners strive to reunite children with their birth families, but when that simply is not possible, are equally committed to ensuring every child has the safe, loving family he or she deserve and need to reach his or her fullest potential; and,

WHEREAS, Illinois has made great strides in recent years to strengthen and improve the child welfare system, reducing the number of children in temporary substitute care from 52,000 to 14,661; establishing a Bill of Rights for both birth parents and adoptive parents; and strengthening licensing requirements for adoption agencies to prevent the exploitation of birth parents, adoptive parents, and children; and,

WHEREAS, we are committed to improving the child welfare system even further, especially by reducing the length of time children remain in temporary foster care; and,

WHEREAS, currently there are 1,496 children awaiting adoption across the state, of all ages, backgrounds, and needs;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim November 2015 as **ADOPTION AWARENESS MONTH** in Illinois, and encourage all Illinoisans to express their gratitude to the thousands of families across the state that have taken the loving step of adoption, and further encourage others to consider joining them in making a life-changing difference for children.

Issued by the Governor September 30, 2015

Filed by the Secretary of State October 2, 2015

2015-295**Filipino American History Month**

WHEREAS, the earliest documented Filipino presence in the continental United States was on October 18, 1587, when the Spanish galleon the Nuestra Señora de Buena Esperanza, under the command of Captain Pedro de Unamuno, dropped anchor in Morro Bay, California, and the landing party explored the coast; and,

PROCLAMATIONS

WHEREAS, the first settlement of Filipinos, referred to as "Manilamen," was in 1765 in southeastern Louisiana at St. Malo south of Lake Borgne in St. Bernard Parish. The "Manilamen" became the start of the many contributions Filipino Americans have made towards the advancement of the United States in several fields including the arts and culture, sciences, medicine, education, technology, and in many other areas of human endeavors; and,

WHEREAS, Filipino Americans are well known for serving in all the branches of the U.S. Armed Forces as early as the War of 1812 against the British, in the U.S. Civil War, in World War I and II, and in all the other subsequent U.S. wars up to the war in Iraq and Afghanistan; and,

WHEREAS, Filipino Americans comprise the second largest Asian American population in the United States; and,

WHEREAS, further efforts are needed to promote the study and research on Filipino American history to create a more complete and balanced United States history that reflects on the legacy and rich contributions of Filipino Americans to our great nation; and,

WHEREAS, the celebration of Filipino American History Month in October provides an opportunity to celebrate the heritage and culture of Filipino Americans and the many contributions they make to our country; and,

WHEREAS, the Filipino American National Historical Society (FANHS) Midwest Chapter, the Filipino American Historical Society of Springfield, Illinois (FilAmHisSo), and other Filipino American organizations throughout the state will celebrate Filipino American History Month in October 2015 with various events and activities;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 2014 as **FILIPINO AMERICAN HISTORY MONTH** in the State of Illinois, in recognition of the contributions of Filipino Americans to our state and to our nation, and in recognition of Filipino Americans who call Illinois home.

Issued by the Governor September 30, 2015
Filed by the Secretary of State October 2, 2015

2015-296
Lions and Lioness Clubs Candy Day

PROCLAMATIONS

WHEREAS, in 1974, the Lions Clubs of Illinois established the Lions of Illinois Foundation as a non-profit organization for the purpose of creating permanent programs for the visually and hearing impaired; and,

WHEREAS, the Lions and Lioness Clubs of Illinois have dedicated their time to helping the visually and hearing impaired with numerous services throughout the state; and,

WHEREAS, the Lions and Lioness Clubs of Illinois hosts numerous programs including Camp Lions, which involved more than 17,000 participants since its inception; and,

WHEREAS, Candy Day is sponsored by Lions and Lioness of Illinois Foundation in order to raise money for worthwhile projects through Candy Day Sales; and,

WHEREAS, the proceeds from Candy Day will help provide detection, treatment and rehabilitation programs for the visually and hearing impaired residents of Illinois;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 9-10, 2015 as **LIONS AND LIONESSE CLUBS CANDY DAY** in Illinois, and encourage all citizens to support this noble endeavor.

Issued by the Governor September 30, 2015

Filed by the Secretary of State October 2, 2015

2015-297**National Bullying Prevention Month**

WHEREAS, bullying is physical, verbal, sexual, or emotional harm or intimidation intentionally directed at a person or group of people; and,

WHEREAS, bullying occurs in neighborhoods, playgrounds, schools, and through technology, such as the Internet and cell phones; and,

WHEREAS, various research has concluded that bullying is the most common form of violence, affecting millions of American children and adolescents annually; and,

WHEREAS, thousands of Illinois children and adolescents are affected by bullying annually; and

WHEREAS, targets of bullying are more likely to acquire physical, emotional, and learning problems and students who are repeatedly bullied often fear such activities as riding the bus, going to school, and attending community activities; and,

PROCLAMATIONS

WHEREAS, children who bully are at greater risk of engaging in more serious violent behaviors;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim the month of October as **NATIONAL BULLYING PREVENTION MONTH** in Illinois and that Illinois schools, students, parents, recreation programs, religious institutions and community organizations be encouraged to engage in a variety of awareness and prevention activities designed to make our communities safer for all children and adolescents.

Issued by the Governor September 30, 2015

Filed by the Secretary of State October 2, 2015

2015-298**Week for the Animals**

WHEREAS, since its founding in 2003, Animal World USA has been dedicated to improving the lives of animals through advocacy, education, and community support; and,

WHEREAS, the Weeks for the Animals campaign brings communities together to celebrate the individuals who work tirelessly to help raise awareness, recognize the contributions of animals to our lives, and promote healthy, humane interactions between animals and humans; and,

WHEREAS, the week also serves to commend the therapy pets, farm animals and military and police dogs who provide essential services to the citizens of our state; and,

WHEREAS, in Illinois, educators, students, community leaders, businesses, and citizens will join together to host the 2nd Annual Illinois Week for the Animals; and,

WHEREAS, Illinois will host a variety of educational and interactive events, fairs, programs, wellness clinics, adoption days, benefits, and seminars to celebrate animals;

THEREFORE, I, Bruce Rauner, Governor of the State of Illinois, do hereby proclaim October 10-18, 2015, as **WEEK FOR THE ANIMALS** in Illinois, to increase awareness and recognize the welfare of all animals.

Issued by the Governor September 30, 2015

Filed by the Secretary of State October 2, 2015

ILLINOIS ADMINISTRATIVE CODE
Issue Index - With Effective Dates

Rules acted upon in Volume 39, Issue 42 are listed in the Issues Index by Title number, Part number, Volume and Issue. Inquiries about the Issue Index may be directed to the Administrative Code Division at (217) 782-7017/18.

PROPOSED RULES

44 - 1300	13542
77 - 1120	13566
23 - 1	13595
83 - 500	13832

ADOPTED RULES

77 - 1110	10/2/2015	13659
59 - 132	10/1/2015	13684
11 - 306	10/5/2015	13710
11 - 311	10/5/2015	13714
11 - 324	10/5/2015	13718
23 - 25	10/5/2015	13722

**EXECUTIVE ORDERS AND
PROCLAMATIONS**

15 - 251	9/2/2015	13838
15 - 252	9/3/2015	13839
15 - 253	9/3/2015	13840
15 - 254	9/3/2015	13841
15 - 255	9/9/2015	13841
15 - 256	9/9/2015	13842
15 - 257	9/9/2015	13843
15 - 258	9/11/2015	13844
15 - 259	9/11/2015	13845
15 - 260	9/11/2015	13846
15 - 261	9/14/2015	13847
15 - 262	9/14/2015	13848
15 - 263	9/16/2015	13849
15 - 264	9/16/2015	13850
15 - 265	9/16/2015	13851
15 - 266	9/16/2015	13851
15 - 267	9/17/2015	13852
15 - 268	9/17/2015	13853
15 - 269	9/17/2015	13854
15 - 270	9/17/2015	13854
15 - 271	9/17/2015	13855
15 - 272	9/17/2015	13856
15 - 273	9/17/2015	13857
15 - 274	9/17/2015	13857
15 - 275	9/17/2015	13858
15 - 276	9/17/2015	13859
15 - 277	9/17/2015	13860
15 - 278	9/17/2015	13861

15 - 279	9/17/2015	13862
15 - 280	9/24/2015	13862
15 - 281	9/25/2015	13863
15 - 282	9/26/2015	13864
15 - 283	9/29/2015	13865
15 - 284	9/29/2015	13866
15 - 285	9/29/2015	13867
15 - 286	9/29/2015	13868
15 - 287	9/29/2015	13869
15 - 288	9/29/2015	13870
15 - 289	9/29/2015	13871
15 - 290	9/29/2015	13872
15 - 291	9/29/2015	13873
15 - 292	9/29/2015	13874
15 - 293	9/30/2015	13875
15 - 294	9/30/2015	13875
15 - 295	9/30/2015	13876
15 - 296	9/30/2015	13877
15 - 297	9/30/2015	13878
15 - 298	9/30/2015	13879

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