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December 17, 2021 Volume 45, Issue 51

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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 peremptory 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 2021

Issue#	Rules Due Date	Date of Issue
1	December 21, 2020	January 4, 2021
2	December 28, 2020	January 8, 2021
3	January 4, 2021	January 15, 2021
4	January 11, 2021	January 22, 2021
5	January 19, 2021	January 29, 2021
6	January 25, 2021	February 5, 2021
7	February 1, 2021	February 16, 2021
8	February 8, 2021	February 19, 2021
9	February 16, 2021	February 26, 2021
10	February 22, 2021	March 5, 2021
11	March 1, 2021	March 12, 2021
12	March 8, 2021	March 19, 2021
13	March 15, 2021	March 26, 2021
14	March 22, 2021	April 2, 2021
15	March 29, 2021	April 9, 2021
16	April 5, 2021	April 16, 2021
17	April 12, 2021	April 23, 2021
18	April 19, 2021	April 30, 2021
19	April 26, 2021	May 7, 2021
20	May 3, 2021	May 14, 2021
21	May 10, 2021	May 21, 2021

22	May 17, 2021	May 28, 2021
23	May 24, 2021	June 4, 2021
24	June 1, 2021	June 11, 2021
25	June 7, 2021	June 18, 2021
26	June 14, 2021	June 25, 2021
27	June 21, 2021	July 2, 2021
28	June 28, 2021	July 9, 2021
29	July 6, 2021	July 16, 2021
30	July 12, 2021	July 23, 2021
31	July 19, 2021	July 30, 2021
32	July 26, 2021	August 6, 2021
33	August 2, 2021	August 13, 2021
34	August 9, 2021	August 20, 2021
35	August 16, 2021	August 27, 2021
36	August 23, 2021	September 3, 2021
37	August 30, 2021	September 10, 2021
38	September 7, 2021	September 17, 2021
39	September 13, 2021	September 24, 2021
40	September 20, 2021	October 1, 2021
41	September 27, 2021	October 8, 2021
42	October 4, 2021	October 15, 2021
43	October 12, 2021	October 22, 2021
44	October 18, 2021	October 29, 2021
45	October 25, 2021	November 5, 2021
46	November 1, 2021	November 12, 2021
47	November 8, 2021	November 19, 2021
48	November 15, 2021	November 29, 2021
49	November 22, 2021	December 3, 2021
50	November 29, 2021	December 10, 2021
51	December 6, 2021	December 17, 2021
52	December 13, 2021	December 27, 2021
53	December 20, 2021	January 3, 2022

ILLINOIS DEPARTMENT OF AGRICULTURE

NOTICE OF PROPOSED AMENDMENT

- 1) Heading of the Part: Illinois Pesticide Act
- 2) Code Citation: 8 Ill. Adm. Code 250
- 3) Section Number: 250.230 Proposed Action: New Section
- 4) Statutory Authority: Illinois Pesticide Act [415 ILCS 60]
- 5) A Complete Description of the Subjects and Issues Involved: The rulemaking allows the Department to impose additional safety restrictions for applications of pesticides containing Dicamba.
- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None
- 7) Will this rulemaking replace any emergency rule 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 proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objective: This rulemaking does not create or enlarge any State mandate.
- 12) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: A 45-day written comment period will begin on the day the Notice of Proposed Amendments appears in the *Illinois Register*. Please mail written comments on the proposed rulemaking to the attention of:

Pamela Harmon
Illinois Department of Agriculture
State Fairgrounds, P. O. Box 19281
Springfield, Illinois 62794-9281

217/524-6905
217/785-4505 (fax)

ILLINOIS DEPARTMENT OF AGRICULTURE

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- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis:
- A) Types of businesses subject to the proposed amendments: Pesticide applicators
 - B) Categories that the agency reasonably believes the rulemaking will impact, including: Pesticide applicators who apply dicamba and some soybean farmers.
- 15) Regulatory Agenda on which this rulemaking was summarized: This rulemaking was not summarized in a regulatory agenda because it was not anticipated.

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

ILLINOIS DEPARTMENT OF AGRICULTURE

NOTICE OF PROPOSED AMENDMENT

TITLE 8: AGRICULTURE AND ANIMALS
CHAPTER I: DEPARTMENT OF AGRICULTURE
SUBCHAPTER i: PESTICIDE CONTROLPART 250
ILLINOIS PESTICIDE ACT

Section	
250.10	Definitions
250.20	Registration of Pesticide Dealers Selling Restricted Use Pesticides or Certain Non-Restricted Use Pesticides
250.30	Registration of Pesticides
250.40	Registration of Experimental Use Pesticides
250.50	Registration of Special Local Need Pesticides
250.60	Emergency Exemption Registration
250.70	Method of Becoming Certified Applicators
250.80	Private Pesticide Applicators: Certification, Licensing, Testing and Training
250.90	Commercial Applicator, Commercial Not For Hire Applicator and Public Applicator: Certification, Testing and Licensing
250.100	Licensed Operator (Commercial Operator, Commercial Not For Hire Operator and Public Operator): Testing and Licensing
250.110	General Competency Standards to be Covered on the Tests
250.120	Technical Category Areas of Pesticide Use
250.130	Surety Bond or Liability Insurance
250.140	Interagency Committee on Pesticides
250.150	Record Keeping
250.160	Permits
250.170	Administrative Hearing
250.180	Administrative Penalties
250.190	Formulation Violations of Label Claim
250.200	Reporting of Pesticide Incidents or Misuse Complaints
250.210	Special Application of Solid Mosquito Larvicides
250.220	Special Application of Herbicides to Control Invasive Plants on Public Lands
<u>250.230</u>	<u>Use of Pesticides Containing Dicamba on Soybeans</u>

AUTHORITY: Implementing and authorized by the Illinois Pesticide Act [415 ILCS 60].

SOURCE: Adopted at 5 Ill. Reg. 732, effective January 6, 1981; codified at 5 Ill. Reg. 10527; amended at 6 Ill. Reg. 3071, effective March 8, 1982; amended at 8 Ill. Reg. 855, effective

ILLINOIS DEPARTMENT OF AGRICULTURE

NOTICE OF PROPOSED AMENDMENT

January 5, 1984; amended at 8 Ill. Reg. 16407, effective August 29, 1984; amended at 10 Ill. Reg. 7663, effective April 28, 1986; amended at 12 Ill. Reg. 12784, effective July 26, 1988; amended at 24 Ill. Reg. 7191, effective April 27, 2000; emergency amendment at 26 Ill. Reg. 13093, effective August 14, 2002, for a maximum of 150 days; emergency amendment expired January 10, 2003; amended at 27 Ill. Reg. 5715, effective March 18, 2003; amended at 30 Ill. Reg. 12756, effective July 14, 2006; amended at 35 Ill. Reg. 351, effective January 1, 2011; emergency amendment at 43 Ill. Reg. 4340, effective March 22, 2019, for a maximum of 150 days; amended at 43 Ill. Reg. 7402, effective June 21, 2019; emergency amendment at 45 Ill. Reg. 2071, effective February 5, 2021, for a maximum of 150 days; emergency expired July 4, 2021; emergency amendment at 45 Ill. Reg. 6606, effective May 6, 2021, for a maximum of 150 days; emergency expired October 2, 2021; amended at 46 Ill. Reg. _____, effective _____.

Section 250.230 Use of Pesticides Containing Dicamba on Soybeans

In addition to the requirements of the federally-approved labels, all use on soybeans of pesticides containing dicamba shall comply with the following requirements:

- a) Temperature Restriction
A pesticide containing dicamba shall not be applied on soybeans if the air temperature at the field at the time of application is over 85 degrees Fahrenheit or if the National Weather Service's forecasted high temperature for the nearest available location for the day of application exceeds 85 degrees Fahrenheit. Local National Weather Service forecasts are available at <https://www.weather.gov>.
- b) Cut-off Date Restriction
Application on soybeans of a pesticide containing dicamba shall not be made after June 20 of each year.
- c) Before applying a pesticide containing dicamba on soybeans, the applicator shall consult the FieldWatch sensitive crop registry (<https://www.fieldwatch.com>) and comply with all associated recordkeeping and label requirements.
- d) Application on soybeans of a pesticide containing dicamba shall not be made if the wind is blowing toward:
 - 1) Any Illinois Nature Preserves Commission site that is adjacent to the field of application; or

ILLINOIS DEPARTMENT OF AGRICULTURE

NOTICE OF PROPOSED AMENDMENT

- 2) An adjacent residential area.
- e) Any violation of the requirements of this Section shall be considered a use contrary to label directions (precautionary statements, sites, rates, restricted use requirements) and shall be assessed the associated point value of 3 (see Section 24.1(4)(E)(1) of the Illinois Pesticide Act [415 ILCS 60]) for purposes of determining the appropriate administrative action or penalty authorized by Section 24.1 of the Act.

(Source: Added at 46 Ill. Reg. _____, effective _____)

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Pay Plan
- 2) Code Citation: 80 Ill. Adm. Code 310
- 3)

<u>Section Numbers:</u>	<u>Proposed Actions:</u>
310.50	Amendment
310.410	Amendment
310.Appendix A Table W	Amendment
- 4) Statutory Authority: Authorized by Sections 8, 8a and 9(7) of the Personnel Code [20 ILCS 415/8, 20 ILCS 415/8a, 20 ILCS 415/8c, 20 ILCS 415/8e, 20 ILCS 415/9(7) and 20 ILCS 415/9(14)], subsection (d) of Section 1-5 of the Illinois Administrative Procedure Act [5 ILCS 100/1-5(d)] and by Sections 4, 6, 15 and 21 of the Illinois Public Labor Relations Act [5 ILCS 315/4, 5 ILCS 315/6, 5 ILCS 315/15 and 5 ILCS 315/21].
- 5) A Complete Description of the Subjects and Issues Involved: The Department of Central Management Services (CMS) is amending the Section 310.50. Two titles are added to the list of divided classes within the definition of “Divided Class” and the effective date of the list is changed to June 23, 2021. The Automotive Shop Supervisor title’s positions are represented by the VR-706 and NR-916 bargaining units. The Illinois Labor Relations Board (ILRB) issued on June 23, 2021 a Certification of Representative (Case No. S-RC-21-025) for the Automotive Shop Supervisor title (position number 03749-23-75-602-30-01) being added to the NR-916 bargaining unit. The Educator-Career and Technical title’s positions are represented by RC-063 and HR-010 bargaining units. The ILRB issued on June 3, 2021 a Certification of Unit Clarification (Case No. S-UC-(S)-21-068) for the Educator-Career and Technical title (position number 13103-10-43-340-50-20) being added to the HR-010 bargaining unit.

CMS is amending the Section 310.410 title table. The following titles are added as the Civil Service Commission approved the titles’ establishment on the effective date provided and with the title’s assigned salary range: Historical Documents Conservator (title code 18984) MS-10, Historical Research Editor (title code 19006) MS-11, Insurance Analyst (title code 21571) MS-09, Insurance Analyst Specialist (title code 21572) MS-11, Insurance Senior Analyst Specialist (title code 21573) MS-14, and Veterans Educational Specialist (title code 47686) MS-26 effective August 1, 2021; and Retirement System Benefits Technician I (title code 38321) MS-11 and Retirement System Benefits Technician II (title code 38322) MS-21 effective October 1, 2021. The following titles are removed as the Civil Service Commission approved the titles’ abolishment on the effective date provided: Curator Documents Conservator I (title code

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NOTICE OF PROPOSED AMENDMENTS

10750), Historical Documents Conservator I (title code 18981), Historical Research Editor II (title code 19002), Insurance Analyst I (title code 21561), Insurance Analyst II (title code 21562), Insurance Analyst III (title code 21563), Insurance Analyst IV (title code 21564), Local Historical Services Representative (title code 24000), Veterans Educational Specialist I (title code 27681), Veterans Educational Specialist II (title code 27682), and Veterans Educational Specialist III (title code 27683) effective August 1, 2021; and Pension and Death Benefits Technician I (title code 30961) and Pension and Death Benefits Technician II (title code 30962) effective October 1, 2021.

CMS is amending the Section 310.Appendix A Table W title table to reflect the Memorandum of Understanding (MOU) for the Historical Actor title's positions at the Abraham Lincoln Presidential Library and Museum (ALPLM) between CMS and the American Federation of State, County and Municipal Employees (AFSCME) signed May 21, 2021. The MOU assigns the RC-062-16 pay grade to the Historical Actor title's positions at the ALPLM effective October 27, 2020. On that same date, the Illinois Labor Relations Board (ILRB) issued the Certification of Representative (Case No. S-RC-20-036) including the Actor title's positions at the ALPLM in the existing RC-062 bargaining unit. On March 22, 2021, the ILRB issued the Certification of Unit Clarification (Case No. S-UC-(S)-21-054) for the Historical Actor positions in the existing RC-062 bargaining unit. The Historical Actor title was established, as approved by the Civil Service Commission, effective February 1, 2021.

- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: The rulemaking uses: Classification Plan Review Proposal/Change Report (CMS112) for the Curator of the Lincoln Collection, Historical Documents Conservator I, Historical Documents Conservator, Historical Library Chief of Acquisitions, Historical Research Editor II, Historical Research Editor, Historical Research Specialist, and Local Historical Services Representative titles effective August 1, 2021; CMS112 for the Insurance Analyst, Insurance Analyst I, Insurance Analyst II, Insurance Analyst III, Insurance Analyst IV, Insurance Analyst Specialist, Insurance Analyst Trainee, Insurance Senior Analyst Specialist effective August 1, 2021; CMS112 for the Veterans Educational Specialist I (title code 27681), Veterans Educational Specialist II (title code 27682), Veterans Educational Specialist III (title code 27683), Veterans Educational Research Specialist (title code 47685) effective August 1, 2021; CMS112 for the Pension and Death Benefits Technician I, Pension and Death Benefits Technician II, Retirement System Benefits Technician I, and Retirement System Benefits Technician II titles effective October 1, 2021; CMS112 established the Historical Actor title effective February 1, 2021; ILRB Certification of Representative (Case No. S-RC-20-036) issued October 27, 2020 including the Actor title's positions at the ALPLM in the existing RC-

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062 bargaining unit; ILRB Certification of Unit Clarification (Case No. S-UC-(S)-21-054) issued March 22, 2021 for the Historical Actor position in the existing RC-062 bargaining unit; and MOU for the Historical Actor title's positions at ALPLM between CMS and AFSCME signed May 21, 2021.

- 7) Will this rulemaking replace an 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 proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This amendment to the Pay Plan affect only the employees subject to the Personnel Code and do not set out any guidelines that affect local or other jurisdictions in the State.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking:

Mr. Jason R. Doggett
Compensation Manager
Compensation Section
Division of Technical Services
Bureau of Personnel
Department of Central Management Services
504 William G. Stratton Building
Springfield, IL 62706

217/782-4267
Fax: 217/524-4570
CMS.PayPlan@Illinois.gov

- 13) Initial Regulatory Flexibility Analysis:
 - A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

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- C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: Amendments to the Pay Plan have no impact on small business.
- 15) Regulatory Agenda on which this rulemaking was summarized: July 2021

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

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF PROPOSED AMENDMENTS

TITLE 80: PUBLIC OFFICIALS AND EMPLOYEES
SUBTITLE B: PERSONNEL RULES, PAY PLANS, AND
POSITION CLASSIFICATIONS

CHAPTER I: DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

PART 310
PAY PLAN

SUBPART A: NARRATIVE

Section	
310.20	Policy and Responsibilities
310.30	Jurisdiction
310.40	Pay Schedules
310.45	Comparison of Pay Grades or Salary Ranges Assigned to Classifications
310.47	In-Hire Rate
310.50	Definitions
310.60	Conversion of Base Salary to Pay Period Units
310.70	Conversion of Base Salary to Daily or Hourly Equivalents
310.80	Increases in Pay
310.90	Decreases in Pay
310.100	Other Pay Provisions
310.110	Implementation of Pay Plan Changes (Repealed)
310.120	Interpretation and Application of Pay Plan
310.130	Effective Date
310.140	Reinstitution of Within Grade Salary Increases (Repealed)
310.150	Fiscal Year 1985 Pay Changes in Schedule of Salary Grades, effective July 1, 1984 (Repealed)

SUBPART B: SCHEDULE OF RATES

Section	
310.205	Introduction
310.210	Prevailing Rate
310.220	Negotiated Rate
310.230	Part-Time Daily or Hourly Special Services Rate (Repealed)
310.240	Daily or Hourly Rate Conversion
310.250	Member, Patient and Inmate Rate
310.260	Trainee Rate

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310.270	Legislated Rate (Repealed)
310.280	Designated Rate
310.290	Out-of-State Rate (Repealed)
310.295	Foreign Service Rate (Repealed)
310.300	Educator Schedule for RC-063 and HR-010
310.310	Physician Specialist Rate
310.320	Annual Compensation Ranges for Executive Director and Assistant Executive Director, State Board of Elections (Repealed)
310.330	Excluded Classes Rate (Repealed)

SUBPART C: MERIT COMPENSATION SYSTEM

Section	
310.410	Jurisdiction
310.415	Merit Compensation Salary Range Assignments
310.420	Objectives
310.430	Responsibilities
310.440	Merit Compensation Salary Schedule
310.450	Procedures for Determining Annual Merit Increases and Bonuses
310.455	Intermittent Merit Increase (Repealed)
310.456	Merit Zone (Repealed)
310.460	Other Pay Increases
310.470	Adjustment
310.480	Decreases in Pay
310.490	Other Pay Provisions
310.495	Broad-Band Pay Range Classes
310.500	Definitions
310.510	Conversion of Base Salary to Pay Period Units (Repealed)
310.520	Conversion of Base Salary to Daily or Hourly Equivalents
310.530	Implementation
310.540	Annual Merit Increase and Bonus Guidechart
310.550	Fiscal Year 2022 Merit Compensation Cost-of-Living Adjustment
310.560	Merit Incentive Program (Repealed)
310.570	Gain Sharing Program (Repealed)

SUBPART D: FROZEN NEGOTIATED-RATES-OF-PAY DUE TO
FISCAL YEAR APPROPRIATIONS AND EXPIRED SALARY SCHEDULES IN
COLLECTIVE BARGAINING UNIT AGREEMENTS

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

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Section

310.600	Jurisdiction (Repealed)
310.610	Pay Schedules (Repealed)
310.620	In-Hiring Rate (Repealed)
310.630	Definitions (Repealed)
310.640	Increases in Pay (Repealed)
310.650	Other Pay Provisions (Repealed)
310.660	Effective Date (Repealed)
310.670	Negotiated Rate (Repealed)
310.680	Trainee Rate (Repealed)
310.690	Educator Schedule for Frozen RC-063 and Frozen HR-010 (Repealed)
310.APPENDIX A	Negotiated Rates of Pay
310.TABLE A	RC-104 (Conservation Police Supervisors, Illinois Fraternal Order of Police Labor Council)
310.TABLE B	VR-706 (Assistant Automotive Shop Supervisors, Automotive Shop Supervisors and Meat and Poultry Inspector Supervisors, Laborers' – ISEA Local #2002)
310.TABLE C	RC-056 (Site Superintendents and Departments of Veterans' Affairs, Natural Resources, Human Services and Agriculture and Historic Preservation Agency Managers, IFPE)
310.TABLE D	HR-001 (Teamsters Local #700)
310.TABLE E	RC-020 (Teamsters Locals #330 and #705)
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310.TABLE G	RC-045 (Automotive Mechanics, IFPE)
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310.TABLE J	RC-014 (Clerical Employees, AFSCME)
310.TABLE K	RC-023 (Registered Nurses, INA)
310.TABLE L	RC-008 (Boilermakers)
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310.TABLE N	RC-010 (Professional Legal Unit, AFSCME)
310.TABLE O	RC-028 (Paraprofessional Human Services Employees, AFSCME)
310.TABLE P	RC-029 (Paraprofessional Investigatory and Law Enforcement Employees, Meat and Poultry Inspectors and Meat and Poultry Inspector Trainees, IFPE)
310.TABLE Q	RC-061 (Conservation Police Officer Trainees and Conservation Police Officer I's and II's, Illinois Fraternal Order of Police Labor Council)

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310.TABLE R	RC-042 (Residual Maintenance Workers, AFSCME)
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310.TABLE A	Frozen RC-104-Rates-of-Pay (Conservation Police Supervisors, Laborers' – ISEA Local #2002) (Repealed)
310.TABLE C	Frozen RC-056-Rates-of-Pay (Site Superintendents and Departments of Veterans' Affairs, Natural Resources, Human Services and Agriculture and Historic Preservation Agency Managers, IFPE) (Repealed)
310.TABLE H	Frozen RC-006-Rates-of-Pay (Corrections Employees, AFSCME) (Repealed)
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310.TABLE J	Frozen RC-014-Rates-of-Pay (Clerical Employees, AFSCME) (Repealed)
310.TABLE K	Frozen RC-023-Rates-of-Pay (Registered Nurses, INA) (Repealed)
310.TABLE M	Frozen RC-110-Rates-of-Pay (Conservation Police Lodge) (Repealed)

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310.TABLE N	Frozen RC-010 (Professional Legal Unit, AFSCME) (Repealed)
310.TABLE O	Frozen RC-028-Rates-of-Pay (Paraprofessional Human Services Employees, AFSCME) (Repealed)
310.TABLE P	Frozen RC-029-Rates-of-Pay (Paraprofessional Investigatory and Law Enforcement Employees, IFPE) (Repealed)
310.TABLE R	Frozen RC-042-Rates-of-Pay (Residual Maintenance Workers, AFSCME) (Repealed)
310.TABLE S	Frozen VR-704-Rates-of-Pay (Departments of Corrections, Financial and Professional Regulation, Juvenile Justice and State Police Supervisors, Laborers' – ISEA Local #2002) (Repealed)
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310.TABLE W	Frozen RC-062-Rates-of-Pay (Technical Employees, AFSCME) (Repealed)
310.TABLE X	Frozen RC-063-Rates-of-Pay (Professional Employees, AFSCME) (Repealed)
310.TABLE Y	Frozen RC-063-Rates-of-Pay (Educators and Educator Trainees, AFSCME) (Repealed)
310.TABLE Z	Frozen RC-063-Rates-of-Pay (Physicians, AFSCME) (Repealed)
310.TABLE AB	Frozen RC-150-Rates-of-Pay (Public Service Administrators Option 6, AFSCME) (Repealed)
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AUTHORITY: Implementing and authorized by Sections 8 and 8a of the Personnel Code [20 ILCS 415].

SOURCE: Filed June 28, 1967; codified at 8 Ill. Reg. 1558; emergency amendment at 8 Ill. Reg. 1990, effective January 31, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 2440, effective February 15, 1984; emergency amendment at 8 Ill. Reg. 3348, effective March 5, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 4249, effective March 16, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 5704, effective April 16, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 7290, effective May 11, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 11299, effective June 25, 1984; emergency amendment at 8 Ill. Reg. 12616, effective July 1, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 15007, effective August 6, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 15367, effective August 13, 1984; emergency amendment at 8 Ill. Reg. 21310, effective October 10, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 21544, effective October 24, 1984; amended at 8 Ill. Reg. 22844, effective November 14, 1984; emergency amendment at 9 Ill. Reg. 1134, effective January 16, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 1320, effective January 23, 1985; amended at 9 Ill. Reg. 3681, effective March 12, 1985; emergency amendment at 9 Ill. Reg. 4163, effective March 15, 1985, for a maximum of 150 days; emergency amendment at 9 Ill. Reg. 9231, effective May 31, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 9420, effective June 7, 1985; amended at 9 Ill. Reg. 10663, effective July 1, 1985; emergency amendment at 9 Ill. Reg. 15043, effective September 24, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 3230, effective January 24, 1986; preemptory amendment at 10 Ill. Reg. 3325, effective January 22, 1986; emergency amendment at 10 Ill. Reg. 8904, effective May 13, 1986, for a maximum of 150 days; preemptory amendment at 10 Ill. Reg. 8928, effective May 13, 1986; emergency amendment at 10 Ill. Reg. 12090, effective June 30, 1986, for a maximum of 150 days; preemptory amendment at 10 Ill. Reg. 13675, effective July 31, 1986; preemptory amendment at 10 Ill. Reg. 14867, effective August 26, 1986; amended at 10 Ill. Reg. 15567, effective September 17, 1986; emergency amendment at 10 Ill. Reg. 17765, effective September 30, 1986, for a maximum of 150 days; preemptory amendment at 10 Ill. Reg. 19132, effective October 28, 1986; preemptory amendment at 10 Ill. Reg. 21097, effective December 9, 1986; amended at 11 Ill. Reg. 648, effective December 22, 1986; preemptory amendment at 11 Ill. Reg. 3363, effective February 3, 1987; preemptory amendment at 11 Ill. Reg. 4388, effective February 27, 1987; preemptory amendment at 11 Ill. Reg. 6291, effective March 23, 1987; amended at 11 Ill. Reg. 5901, effective March 24, 1987; emergency amendment at 11 Ill. Reg. 8787, effective April 15, 1987, for a maximum of 150 days; emergency amendment at 11 Ill. Reg. 11830, effective July 1, 1987, for a maximum of 150 days; preemptory amendment at 11 Ill. Reg. 13675, effective July 29, 1987; amended at 11 Ill. Reg. 14984, effective August 27, 1987; preemptory amendment at 11 Ill. Reg. 15273, effective September 1, 1987; preemptory amendment at 11 Ill. Reg. 17919,

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effective October 19, 1987; preemptory amendment at 11 Ill. Reg. 19812, effective November 19, 1987; emergency amendment at 11 Ill. Reg. 20664, effective December 4, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 20778, effective December 11, 1987; preemptory amendment at 12 Ill. Reg. 3811, effective January 27, 1988; preemptory amendment at 12 Ill. Reg. 5459, effective March 3, 1988; amended at 12 Ill. Reg. 6073, effective March 21, 1988; emergency amendment at 12 Ill. Reg. 7734, effective April 15, 1988, for a maximum of 150 days; preemptory amendment at 12 Ill. Reg. 7783, effective April 14, 1988; preemptory amendment at 12 Ill. Reg. 8135, effective April 22, 1988; preemptory amendment at 12 Ill. Reg. 9745, effective May 23, 1988; emergency amendment at 12 Ill. Reg. 11778, effective July 1, 1988, for a maximum of 150 days; emergency amendment at 12 Ill. Reg. 12895, effective July 18, 1988, for a maximum of 150 days; preemptory amendment at 12 Ill. Reg. 13306, effective July 27, 1988; corrected at 12 Ill. Reg. 13359; amended at 12 Ill. Reg. 14630, effective September 6, 1988; amended at 12 Ill. Reg. 20449, effective November 28, 1988; preemptory amendment at 12 Ill. Reg. 20584, effective November 28, 1988; preemptory amendment at 13 Ill. Reg. 8080, effective May 10, 1989; amended at 13 Ill. Reg. 8849, effective May 30, 1989; preemptory amendment at 13 Ill. Reg. 8970, effective May 26, 1989; emergency amendment at 13 Ill. Reg. 10967, effective June 20, 1989, for a maximum of 150 days; emergency amendment expired November 17, 1989; amended at 13 Ill. Reg. 11451, effective June 28, 1989; emergency amendment at 13 Ill. Reg. 11854, effective July 1, 1989, for a maximum of 150 days; corrected at 13 Ill. Reg. 12647; preemptory amendment at 13 Ill. Reg. 12887, effective July 24, 1989; amended at 13 Ill. Reg. 16950, effective October 20, 1989; amended at 13 Ill. Reg. 19221, effective December 12, 1989; amended at 14 Ill. Reg. 615, effective January 2, 1990; preemptory amendment at 14 Ill. Reg. 1627, effective January 11, 1990; amended at 14 Ill. Reg. 4455, effective March 12, 1990; preemptory amendment at 14 Ill. Reg. 7652, effective May 7, 1990; amended at 14 Ill. Reg. 10002, effective June 11, 1990; emergency amendment at 14 Ill. Reg. 11330, effective June 29, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 14361, effective August 24, 1990; emergency amendment at 14 Ill. Reg. 15570, effective September 11, 1990, for a maximum of 150 days; emergency amendment expired February 8, 1991; corrected at 14 Ill. Reg. 16092; preemptory amendment at 14 Ill. Reg. 17098, effective September 26, 1990; amended at 14 Ill. Reg. 17189, effective October 2, 1990; amended at 14 Ill. Reg. 17189, effective October 19, 1990; amended at 14 Ill. Reg. 18719, effective November 13, 1990; preemptory amendment at 14 Ill. Reg. 18854, effective November 13, 1990; preemptory amendment at 15 Ill. Reg. 663, effective January 7, 1991; amended at 15 Ill. Reg. 3296, effective February 14, 1991; amended at 15 Ill. Reg. 4401, effective March 11, 1991; preemptory amendment at 15 Ill. Reg. 5100, effective March 20, 1991; preemptory amendment at 15 Ill. Reg. 5465, effective April 2, 1991; emergency amendment at 15 Ill. Reg. 10485, effective July 1, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 11080, effective July 19, 1991; amended at 15 Ill. Reg. 13080, effective August 21, 1991; amended at 15 Ill. Reg. 14210, effective September 23, 1991; emergency amendment at 16 Ill. Reg. 711, effective December 26,

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1991, for a maximum of 150 days; amended at 16 Ill. Reg. 3450, effective February 20, 1992; preemptory amendment at 16 Ill. Reg. 5068, effective March 11, 1992; preemptory amendment at 16 Ill. Reg. 7056, effective April 20, 1992; emergency amendment at 16 Ill. Reg. 8239, effective May 19, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 8382, effective May 26, 1992; emergency amendment at 16 Ill. Reg. 13950, effective August 19, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 14452, effective September 4, 1992, for a maximum of 150 days; amended at 17 Ill. Reg. 238, effective December 23, 1992; preemptory amendment at 17 Ill. Reg. 498, effective December 18, 1992; amended at 17 Ill. Reg. 590, effective January 4, 1993; amended at 17 Ill. Reg. 1819, effective February 2, 1993; amended at 17 Ill. Reg. 6441, effective April 8, 1993; emergency amendment at 17 Ill. Reg. 12900, effective July 22, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 13409, effective July 29, 1993; emergency amendment at 17 Ill. Reg. 13789, effective August 9, 1993, for a maximum of 150 days; emergency amendment at 17 Ill. Reg. 14666, effective August 26, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 19103, effective October 25, 1993; emergency amendment at 17 Ill. Reg. 21858, effective December 1, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 22514, effective December 15, 1993; amended at 18 Ill. Reg. 227, effective December 17, 1993; amended at 18 Ill. Reg. 1107, effective January 18, 1994; amended at 18 Ill. Reg. 5146, effective March 21, 1994; preemptory amendment at 18 Ill. Reg. 9562, effective June 13, 1994; emergency amendment at 18 Ill. Reg. 11299, effective July 1, 1994, for a maximum of 150 days; preemptory amendment at 18 Ill. Reg. 13476, effective August 17, 1994; emergency amendment at 18 Ill. Reg. 14417, effective September 9, 1994, for a maximum of 150 days; amended at 18 Ill. Reg. 16545, effective October 31, 1994; preemptory amendment at 18 Ill. Reg. 16708, effective October 28, 1994; amended at 18 Ill. Reg. 17191, effective November 21, 1994; amended at 19 Ill. Reg. 1024, effective January 24, 1995; preemptory amendment at 19 Ill. Reg. 2481, effective February 17, 1995; preemptory amendment at 19 Ill. Reg. 3073, effective February 17, 1995; amended at 19 Ill. Reg. 3456, effective March 7, 1995; preemptory amendment at 19 Ill. Reg. 5145, effective March 14, 1995; amended at 19 Ill. Reg. 6452, effective May 2, 1995; preemptory amendment at 19 Ill. Reg. 6688, effective May 1, 1995; amended at 19 Ill. Reg. 7841, effective June 1, 1995; amended at 19 Ill. Reg. 8156, effective June 12, 1995; amended at 19 Ill. Reg. 9096, effective June 27, 1995; emergency amendment at 19 Ill. Reg. 11954, effective August 1, 1995, for a maximum of 150 days; preemptory amendment at 19 Ill. Reg. 13979, effective September 19, 1995; preemptory amendment at 19 Ill. Reg. 15103, effective October 12, 1995; amended at 19 Ill. Reg. 16160, effective November 28, 1995; amended at 20 Ill. Reg. 308, effective December 22, 1995; emergency amendment at 20 Ill. Reg. 4060, effective February 27, 1996, for a maximum of 150 days; preemptory amendment at 20 Ill. Reg. 6334, effective April 22, 1996; preemptory amendment at 20 Ill. Reg. 7434, effective May 14, 1996; amended at 20 Ill. Reg. 8301, effective June 11, 1996; amended at 20 Ill. Reg. 8657, effective June 20, 1996; amended at 20 Ill. Reg. 9006, effective June 26, 1996; amended at 20 Ill. Reg. 9925, effective July 10, 1996; emergency amendment at 20 Ill. Reg.

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10213, effective July 15, 1996, for a maximum of 150 days; amended at 20 Ill. Reg. 10841, effective August 5, 1996; preemptory amendment at 20 Ill. Reg. 13408, effective September 24, 1996; amended at 20 Ill. Reg. 15018, effective November 7, 1996; preemptory amendment at 20 Ill. Reg. 15092, effective November 7, 1996; emergency amendment at 21 Ill. Reg. 1023, effective January 6, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 1629, effective January 22, 1997; amended at 21 Ill. Reg. 5144, effective April 15, 1997; amended at 21 Ill. Reg. 6444, effective May 15, 1997; amended at 21 Ill. Reg. 7118, effective June 3, 1997; emergency amendment at 21 Ill. Reg. 10061, effective July 21, 1997, for a maximum of 150 days; emergency amendment at 21 Ill. Reg. 12859, effective September 8, 1997, for a maximum of 150 days; preemptory amendment at 21 Ill. Reg. 14267, effective October 14, 1997; preemptory amendment at 21 Ill. Reg. 14589, effective October 15, 1997; preemptory amendment at 21 Ill. Reg. 15030, effective November 10, 1997; amended at 21 Ill. Reg. 16344, effective December 9, 1997; preemptory amendment at 21 Ill. Reg. 16465, effective December 4, 1997; preemptory amendment at 21 Ill. Reg. 17167, effective December 9, 1997; preemptory amendment at 22 Ill. Reg. 1593, effective December 22, 1997; amended at 22 Ill. Reg. 2580, effective January 14, 1998; preemptory amendment at 22 Ill. Reg. 4326, effective February 13, 1998; preemptory amendment at 22 Ill. Reg. 5108, effective February 26, 1998; preemptory amendment at 22 Ill. Reg. 5749, effective March 3, 1998; amended at 22 Ill. Reg. 6204, effective March 12, 1998; preemptory amendment at 22 Ill. Reg. 7053, effective April 1, 1998; preemptory amendment at 22 Ill. Reg. 7320, effective April 10, 1998; preemptory amendment at 22 Ill. Reg. 7692, effective April 20, 1998; emergency amendment at 22 Ill. Reg. 12607, effective July 2, 1998, for a maximum of 150 days; preemptory amendment at 22 Ill. Reg. 15489, effective August 7, 1998; amended at 22 Ill. Reg. 16158, effective August 31, 1998; preemptory amendment at 22 Ill. Reg. 19105, effective September 30, 1998; preemptory amendment at 22 Ill. Reg. 19943, effective October 27, 1998; preemptory amendment at 22 Ill. Reg. 20406, effective November 5, 1998; amended at 22 Ill. Reg. 20581, effective November 16, 1998; amended at 23 Ill. Reg. 664, effective January 1, 1999; preemptory amendment at 23 Ill. Reg. 730, effective December 29, 1998; emergency amendment at 23 Ill. Reg. 6533, effective May 10, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 7065, effective June 3, 1999; emergency amendment at 23 Ill. Reg. 8169, effective July 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 11020, effective August 26, 1999; amended at 23 Ill. Reg. 12429, effective September 21, 1999; preemptory amendment at 23 Ill. Reg. 12493, effective September 23, 1999; amended at 23 Ill. Reg. 12604, effective September 24, 1999; amended at 23 Ill. Reg. 13053, effective September 27, 1999; preemptory amendment at 23 Ill. Reg. 13132, effective October 1, 1999; amended at 23 Ill. Reg. 13570, effective October 26, 1999; amended at 23 Ill. Reg. 14020, effective November 15, 1999; amended at 24 Ill. Reg. 1025, effective January 7, 2000; preemptory amendment at 24 Ill. Reg. 3399, effective February 3, 2000; amended at 24 Ill. Reg. 3537, effective February 18, 2000; amended at 24 Ill. Reg. 6874, effective April 21, 2000; amended at 24 Ill. Reg. 7956, effective May 23, 2000; emergency amendment at 24 Ill. Reg. 10328, effective

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July 1, 2000, for a maximum of 150 days; emergency expired November 27, 2000; preemptory amendment at 24 Ill. Reg. 10767, effective July 3, 2000; amended at 24 Ill. Reg. 13384, effective August 17, 2000; preemptory amendment at 24 Ill. Reg. 14460, effective September 14, 2000; preemptory amendment at 24 Ill. Reg. 16700, effective October 30, 2000; preemptory amendment at 24 Ill. Reg. 17600, effective November 16, 2000; amended at 24 Ill. Reg. 18058, effective December 4, 2000; preemptory amendment at 24 Ill. Reg. 18444, effective December 1, 2000; amended at 25 Ill. Reg. 811, effective January 4, 2001; amended at 25 Ill. Reg. 2389, effective January 22, 2001; amended at 25 Ill. Reg. 4552, effective March 14, 2001; preemptory amendment at 25 Ill. Reg. 5067, effective March 21, 2001; amended at 25 Ill. Reg. 5618, effective April 4, 2001; amended at 25 Ill. Reg. 6655, effective May 11, 2001; amended at 25 Ill. Reg. 7151, effective May 25, 2001; preemptory amendment at 25 Ill. Reg. 8009, effective June 14, 2001; emergency amendment at 25 Ill. Reg. 9336, effective July 3, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 9846, effective July 23, 2001; amended at 25 Ill. Reg. 12087, effective September 6, 2001; amended at 25 Ill. Reg. 15560, effective November 20, 2001; preemptory amendment at 25 Ill. Reg. 15671, effective November 15, 2001; amended at 25 Ill. Reg. 15974, effective November 28, 2001; emergency amendment at 26 Ill. Reg. 223, effective December 21, 2001, for a maximum of 150 days; amended at 26 Ill. Reg. 1143, effective January 17, 2002; amended at 26 Ill. Reg. 4127, effective March 5, 2002; preemptory amendment at 26 Ill. Reg. 4963, effective March 15, 2002; amended at 26 Ill. Reg. 6235, effective April 16, 2002; emergency amendment at 26 Ill. Reg. 7314, effective April 29, 2002, for a maximum of 150 days; amended at 26 Ill. Reg. 10425, effective July 1, 2002; emergency amendment at 26 Ill. Reg. 10952, effective July 1, 2002, for a maximum of 150 days; amended at 26 Ill. Reg. 13934, effective September 10, 2002; amended at 26 Ill. Reg. 14965, effective October 7, 2002; emergency amendment at 26 Ill. Reg. 16583, effective October 24, 2002, for a maximum of 150 days; emergency expired March 22, 2003; preemptory amendment at 26 Ill. Reg. 17280, effective November 18, 2002; amended at 26 Ill. Reg. 17374, effective November 25, 2002; amended at 26 Ill. Reg. 17987, effective December 9, 2002; amended at 27 Ill. Reg. 3261, effective February 11, 2003; expedited correction at 28 Ill. Reg. 6151, effective February 11, 2003; amended at 27 Ill. Reg. 8855, effective May 15, 2003; amended at 27 Ill. Reg. 9114, effective May 27, 2003; emergency amendment at 27 Ill. Reg. 10442, effective July 1, 2003, for a maximum of 150 days; emergency expired November 27, 2003; preemptory amendment at 27 Ill. Reg. 17433, effective November 7, 2003; amended at 27 Ill. Reg. 18560, effective December 1, 2003; preemptory amendment at 28 Ill. Reg. 1441, effective January 9, 2004; amended at 28 Ill. Reg. 2684, effective January 22, 2004; amended at 28 Ill. Reg. 6879, effective April 30, 2004; preemptory amendment at 28 Ill. Reg. 7323, effective May 10, 2004; amended at 28 Ill. Reg. 8842, effective June 11, 2004; preemptory amendment at 28 Ill. Reg. 9717, effective June 28, 2004; amended at 28 Ill. Reg. 12585, effective August 27, 2004; preemptory amendment at 28 Ill. Reg. 13011, effective September 8, 2004; preemptory amendment at 28 Ill. Reg. 13247, effective September 20, 2004; preemptory amendment at 28 Ill. Reg. 13656, effective September

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27, 2004; emergency amendment at 28 Ill. Reg. 14174, effective October 15, 2004, for a maximum of 150 days; emergency expired March 13, 2005; preemptory amendment at 28 Ill. Reg. 14689, effective October 22, 2004; preemptory amendment at 28 Ill. Reg. 15336, effective November 15, 2004; preemptory amendment at 28 Ill. Reg. 16513, effective December 9, 2004; preemptory amendment at 29 Ill. Reg. 726, effective December 15, 2004; amended at 29 Ill. Reg. 1166, effective January 7, 2005; preemptory amendment at 29 Ill. Reg. 1385, effective January 4, 2005; preemptory amendment at 29 Ill. Reg. 1559, effective January 11, 2005; preemptory amendment at 29 Ill. Reg. 2050, effective January 19, 2005; preemptory amendment at 29 Ill. Reg. 4125, effective February 23, 2005; amended at 29 Ill. Reg. 5375, effective April 4, 2005; preemptory amendment at 29 Ill. Reg. 6105, effective April 14, 2005; preemptory amendment at 29 Ill. Reg. 7217, effective May 6, 2005; preemptory amendment at 29 Ill. Reg. 7840, effective May 10, 2005; amended at 29 Ill. Reg. 8110, effective May 23, 2005; preemptory amendment at 29 Ill. Reg. 8214, effective May 23, 2005; preemptory amendment at 29 Ill. Reg. 8418, effective June 1, 2005; amended at 29 Ill. Reg. 9319, effective July 1, 2005; preemptory amendment at 29 Ill. Reg. 12076, effective July 15, 2005; preemptory amendment at 29 Ill. Reg. 13265, effective August 11, 2005; amended at 29 Ill. Reg. 13540, effective August 22, 2005; preemptory amendment at 29 Ill. Reg. 14098, effective September 2, 2005; amended at 29 Ill. Reg. 14166, effective September 9, 2005; amended at 29 Ill. Reg. 19551, effective November 21, 2005; emergency amendment at 29 Ill. Reg. 20554, effective December 2, 2005, for a maximum of 150 days; preemptory amendment at 29 Ill. Reg. 20693, effective December 12, 2005; preemptory amendment at 30 Ill. Reg. 623, effective December 28, 2005; preemptory amendment at 30 Ill. Reg. 1382, effective January 13, 2006; amended at 30 Ill. Reg. 2289, effective February 6, 2006; preemptory amendment at 30 Ill. Reg. 4157, effective February 22, 2006; preemptory amendment at 30 Ill. Reg. 5687, effective March 7, 2006; preemptory amendment at 30 Ill. Reg. 6409, effective March 30, 2006; amended at 30 Ill. Reg. 7857, effective April 17, 2006; amended at 30 Ill. Reg. 9438, effective May 15, 2006; preemptory amendment at 30 Ill. Reg. 10153, effective May 18, 2006; preemptory amendment at 30 Ill. Reg. 10508, effective June 1, 2006; amended at 30 Ill. Reg. 11336, effective July 1, 2006; emergency amendment at 30 Ill. Reg. 12340, effective July 1, 2006, for a maximum of 150 days; preemptory amendment at 30 Ill. Reg. 12418, effective July 1, 2006; amended at 30 Ill. Reg. 12761, effective July 17, 2006; preemptory amendment at 30 Ill. Reg. 13547, effective August 1, 2006; preemptory amendment at 30 Ill. Reg. 15059, effective September 5, 2006; preemptory amendment at 30 Ill. Reg. 16439, effective September 27, 2006; emergency amendment at 30 Ill. Reg. 16626, effective October 3, 2006, for a maximum of 150 days; preemptory amendment at 30 Ill. Reg. 17603, effective October 20, 2006; amended at 30 Ill. Reg. 18610, effective November 20, 2006; preemptory amendment at 30 Ill. Reg. 18823, effective November 21, 2006; preemptory amendment at 31 Ill. Reg. 230, effective December 20, 2006; emergency amendment at 31 Ill. Reg. 1483, effective January 1, 2007, for a maximum of 150 days; preemptory amendment at 31 Ill. Reg. 2485, effective January 17, 2007; preemptory amendment at 31 Ill. Reg. 4445, effective February 28,

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2007; amended at 31 Ill. Reg. 4982, effective March 15, 2007; preemptory amendment at 31 Ill. Reg. 7338, effective May 3, 2007; amended at 31 Ill. Reg. 8901, effective July 1, 2007; emergency amendment at 31 Ill. Reg. 10056, effective July 1, 2007, for a maximum of 150 days; preemptory amendment at 31 Ill. Reg. 10496, effective July 6, 2007; preemptory amendment at 31 Ill. Reg. 12335, effective August 9, 2007; emergency amendment at 31 Ill. Reg. 12608, effective August 16, 2007, for a maximum of 150 days; emergency amendment at 31 Ill. Reg. 13220, effective August 30, 2007, for a maximum of 150 days; preemptory amendment at 31 Ill. Reg. 13357, effective August 29, 2007; amended at 31 Ill. Reg. 13981, effective September 21, 2007; preemptory amendment at 31 Ill. Reg. 14331, effective October 1, 2007; amended at 31 Ill. Reg. 16094, effective November 20, 2007; amended at 31 Ill. Reg. 16792, effective December 13, 2007; preemptory amendment at 32 Ill. Reg. 598, effective December 27, 2007; amended at 32 Ill. Reg. 1082, effective January 11, 2008; preemptory amendment at 32 Ill. Reg. 3095, effective February 13, 2008; preemptory amendment at 32 Ill. Reg. 6097, effective March 25, 2008; preemptory amendment at 32 Ill. Reg. 7154, effective April 17, 2008; expedited correction at 32 Ill. Reg. 9747, effective April 17, 2008; preemptory amendment at 32 Ill. Reg. 9360, effective June 13, 2008; amended at 32 Ill. Reg. 9881, effective July 1, 2008; preemptory amendment at 32 Ill. Reg. 12065, effective July 9, 2008; preemptory amendment at 32 Ill. Reg. 13861, effective August 8, 2008; preemptory amendment at 32 Ill. Reg. 16591, effective September 24, 2008; preemptory amendment at 32 Ill. Reg. 16872, effective October 3, 2008; preemptory amendment at 32 Ill. Reg. 18324, effective November 14, 2008; preemptory amendment at 33 Ill. Reg. 98, effective December 19, 2008; amended at 33 Ill. Reg. 2148, effective January 26, 2009; preemptory amendment at 33 Ill. Reg. 3530, effective February 6, 2009; preemptory amendment at 33 Ill. Reg. 4202, effective February 26, 2009; preemptory amendment at 33 Ill. Reg. 5501, effective March 25, 2009; preemptory amendment at 33 Ill. Reg. 6354, effective April 15, 2009; preemptory amendment at 33 Ill. Reg. 6724, effective May 1, 2009; preemptory amendment at 33 Ill. Reg. 9138, effective June 12, 2009; emergency amendment at 33 Ill. Reg. 9432, effective July 1, 2009, for a maximum of 150 days; amended at 33 Ill. Reg. 10211, effective July 1, 2009; preemptory amendment at 33 Ill. Reg. 10823, effective July 2, 2009; preemptory amendment at 33 Ill. Reg. 11082, effective July 10, 2009; preemptory amendment at 33 Ill. Reg. 11698, effective July 23, 2009; preemptory amendment at 33 Ill. Reg. 11895, effective July 31, 2009; preemptory amendment at 33 Ill. Reg. 12872, effective September 3, 2009; amended at 33 Ill. Reg. 14944, effective October 26, 2009; preemptory amendment at 33 Ill. Reg. 16598, effective November 13, 2009; preemptory amendment at 34 Ill. Reg. 305, effective December 18, 2009; emergency amendment at 34 Ill. Reg. 957, effective January 1, 2010, for a maximum of 150 days; preemptory amendment at 34 Ill. Reg. 1425, effective January 5, 2010; preemptory amendment at 34 Ill. Reg. 3684, effective March 5, 2010; preemptory amendment at 34 Ill. Reg. 5776, effective April 2, 2010; preemptory amendment at 34 Ill. Reg. 6214, effective April 16, 2010; amended at 34 Ill. Reg. 6583, effective April 30, 2010; preemptory amendment at 34 Ill. Reg. 7528, effective May 14, 2010; amended at 34 Ill.

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Reg. 7645, effective May 24, 2010; preemptory amendment at 34 Ill. Reg. 7947, effective May 26, 2010; preemptory amendment at 34 Ill. Reg. 8633, effective June 18, 2010; amended at 34 Ill. Reg. 9759, effective July 1, 2010; preemptory amendment at 34 Ill. Reg. 10536, effective July 9, 2010; preemptory amendment at 34 Ill. Reg. 11864, effective July 30, 2010; emergency amendment at 34 Ill. Reg. 12240, effective August 9, 2010, for a maximum of 150 days; preemptory amendment at 34 Ill. Reg. 13204, effective August 26, 2010; preemptory amendment at 34 Ill. Reg. 13657, effective September 8, 2010; preemptory amendment at 34 Ill. Reg. 15897, effective September 30, 2010; preemptory amendment at 34 Ill. Reg. 18912, effective November 15, 2010; preemptory amendment at 34 Ill. Reg. 19582, effective December 3, 2010; amended at 35 Ill. Reg. 765, effective December 30, 2010; emergency amendment at 35 Ill. Reg. 1092, effective January 1, 2011, for a maximum of 150 days; preemptory amendment at 35 Ill. Reg. 2465, effective January 19, 2011; preemptory amendment at 35 Ill. Reg. 3577, effective February 10, 2011; emergency amendment at 35 Ill. Reg. 4412, effective February 23, 2011, for a maximum of 150 days; preemptory amendment at 35 Ill. Reg. 4803, effective March 11, 2011; emergency amendment at 35 Ill. Reg. 5633, effective March 15, 2011, for a maximum of 150 days; preemptory amendment at 35 Ill. Reg. 5677, effective March 18, 2011; amended at 35 Ill. Reg. 8419, effective May 23, 2011; amended at 35 Ill. Reg. 11245, effective June 28, 2011; emergency amendment at 35 Ill. Reg. 11657, effective July 1, 2011, for a maximum of 150 days; emergency expired November 27, 2011; preemptory amendment at 35 Ill. Reg. 12119, effective June 29, 2011; preemptory amendment at 35 Ill. Reg. 13966, effective July 29, 2011; preemptory amendment at 35 Ill. Reg. 15178, effective August 29, 2011; emergency amendment at 35 Ill. Reg. 15605, effective September 16, 2011, for a maximum of 150 days; preemptory amendment at 35 Ill. Reg. 15640, effective September 15, 2011; preemptory amendment at 35 Ill. Reg. 19707, effective November 23, 2011; amended at 35 Ill. Reg. 20144, effective December 6, 2011; amended at 36 Ill. Reg. 153, effective December 22, 2011; preemptory amendment at 36 Ill. Reg. 564, effective December 29, 2011; preemptory amendment at 36 Ill. Reg. 3957, effective February 24, 2012; preemptory amendment at 36 Ill. Reg. 4158, effective March 5, 2012; preemptory amendment at 36 Ill. Reg. 4437, effective March 9, 2012; amended at 36 Ill. Reg. 4707, effective March 19, 2012; amended at 36 Ill. Reg. 8460, effective May 24, 2012; preemptory amendment at 36 Ill. Reg. 10518, effective June 27, 2012; emergency amendment at 36 Ill. Reg. 11222, effective July 1, 2012, for a maximum of 150 days; preemptory amendment at 36 Ill. Reg. 13680, effective August 15, 2012; preemptory amendment at 36 Ill. Reg. 13973, effective August 22, 2012; preemptory amendment at 36 Ill. Reg. 15498, effective October 16, 2012; amended at 36 Ill. Reg. 16213, effective November 1, 2012; preemptory amendment at 36 Ill. Reg. 17138, effective November 20, 2012; preemptory amendment at 37 Ill. Reg. 3408, effective March 7, 2013; amended at 37 Ill. Reg. 4750, effective April 1, 2013; preemptory amendment at 37 Ill. Reg. 5925, effective April 18, 2013; preemptory amendment at 37 Ill. Reg. 9563, effective June 19, 2013; amended at 37 Ill. Reg. 9939, effective July 1, 2013; emergency amendment at 37 Ill. Reg. 11395, effective July 1, 2013, for a maximum of 150 days;

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peremptory amendment at 37 Ill. Reg. 11524, effective July 3, 2013; peremptory amendment at 37 Ill. Reg. 12588, effective July 19, 2013; peremptory amendment at 37 Ill. Reg. 13762, effective August 8, 2013; peremptory amendment at 37 Ill. Reg. 14219, effective August 23, 2013; amended at 37 Ill. Reg. 16925, effective October 8, 2013; peremptory amendment at 37 Ill. Reg. 17164, effective October 18, 2013; peremptory amendment at 37 Ill. Reg. 20410, effective December 6, 2013; peremptory amendment at 38 Ill. Reg. 2974, effective January 9, 2014; amended at 38 Ill. Reg. 5250, effective February 4, 2014; peremptory amendment at 38 Ill. Reg. 6725, effective March 6, 2014; emergency amendment at 38 Ill. Reg. 9080, effective April 11, 2014, for a maximum of 150 days; peremptory amendment at 38 Ill. Reg. 9136, effective April 11, 2014; amended at 38 Ill. Reg. 9207, effective April 21, 2014; peremptory amendment at 38 Ill. Reg. 13416, effective June 11, 2014; amended at 38 Ill. Reg. 14818, effective July 1, 2014; peremptory amendment at 38 Ill. Reg. 15739, effective July 2, 2014; peremptory amendment at 38 Ill. Reg. 17481, effective July 29, 2014; amended at 38 Ill. Reg. 17556, effective August 6, 2014; peremptory amendment at 38 Ill. Reg. 18791, effective August 26, 2014; peremptory amendment at 38 Ill. Reg. 19806, effective September 26, 2014; amended at 38 Ill. Reg. 20695, effective October 14, 2014; amended at 38 Ill. Reg. 24005, effective December 9, 2014; peremptory amendment at 39 Ill. Reg. 728, effective December 23, 2014; emergency amendment at 39 Ill. Reg. 708, effective December 26, 2014, for a maximum of 150 days; peremptory amendment at 39 Ill. Reg. 6964, effective April 29, 2015; amended at 39 Ill. Reg. 7878, effective May 22, 2015; amended at 39 Ill. Reg. 11220, effective July 28, 2015; peremptory amendment at 39 Ill. Reg. 12004, effective August 13, 2015; peremptory amendment at 39 Ill. Reg. 15807, effective November 25, 2015; amended at 40 Ill. Reg. 5893, effective March 28, 2016; peremptory amendment at 40 Ill. Reg. 8462, effective June 1, 2016; peremptory amendment at 40 Ill. Reg. 9658, effective June 30, 2016; amended at 40 Ill. Reg. 9356, effective July 1, 2016; peremptory amendment at 40 Ill. Reg. 11207, effective August 5, 2016; peremptory amendment at 41 Ill. Reg. 1210, effective January 19, 2017; amended at 41 Ill. Reg. 1695, effective January 25, 2017; peremptory amendment at 41 Ill. Reg. 2078, effective February 2, 2017; amended at 41 Ill. Reg. 3191, effective March 6, 2017; amended at 41 Ill. Reg. 4615, effective April 24, 2017; peremptory amendment at 41 Ill. Reg. 5822, effective May 15, 2017; peremptory amendment at 41 Ill. Reg. 6695, effective May 24, 2017; peremptory amendment at 41 Ill. Reg. 7227, effective June 9, 2017; amended at 41 Ill. Reg. 8314, effective July 1, 2017; peremptory amendment at 41 Ill. Reg. 10974, effective August 10, 2017; peremptory amendment at 41 Ill. Reg. 11447, effective August 25, 2017; peremptory amendment at 41 Ill. Reg. 12179, effective September 13, 2017; peremptory amendment at 41 Ill. Reg. 15837, effective December 12, 2017; amended at 42 Ill. Reg. 712, effective December 28, 2017; amended at 42 Ill. Reg. 5357, effective March 9, 2018; peremptory amendment at 42 Ill. Reg. 8967, effective May 16, 2018; amended at 42 Ill. Reg. 13464, effective July 1, 2018; amended at 42 Ill. Reg. 16651, effective September 4, 2018; peremptory amendment at 43 Ill. Reg. 3999, effective March 15, 2019; amended at 43 Ill. Reg. 8746, effective July 31, 2019; peremptory amendment at 43 Ill. Reg. 9886, effective August 21,

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2019; preemptory amendment at 43 Ill. Reg. 10811, effective September 20, 2019; preemptory amendment at 43 Ill. Reg. 11734, effective September 27, 2019; preemptory amendment at 43 Ill. Reg. 12119, effective October 8, 2019; preemptory amendment at 43 Ill. Reg. 13031, effective October 25, 2019; emergency amendment at 43 Ill. Reg. 14216, effective November 22, 2019, for a maximum of 150 days; amended at 44 Ill. Reg. 1819, effective January 1, 2020; preemptory amendment at 44 Ill. Reg. 2380, effective January 15, 2020; preemptory amendment at 44 Ill. Reg. 2588, effective January 17, 2020; preemptory amendment at 44 Ill. Reg. 2985, effective January 31, 2020; preemptory amendment at 44 Ill. Reg. 5497, effective March 13, 2020; amended at 44 Ill. Reg. 6859, effective April 16, 2020; preemptory amendment at 44 Ill. Reg. 8083, effective April 22, 2020; preemptory amendment at 44 Ill. Reg. 10232, effective May 28, 2020; amended at 44 Ill. Reg. 12146, effective July 13, 2020; preemptory amendment at 44 Ill. Reg. 12957, effective July 16, 2020; preemptory amendment at 44 Ill. Reg. 16337, effective September 17, 2020; preemptory amendment at 45 Ill. Reg. 503, effective December 18, 2020; preemptory amendment at 45 Ill. Reg. 1377, effective January 15, 2021; amended at 45 Ill. Reg. 1478, effective January 19, 2021; amended at 45 Ill. Reg. 4095, effective March 12, 2021; preemptory amendment at 45 Ill. Reg. 5675, effective April 16, 2021; preemptory amendment at 45 Ill. Reg. 7171, effective May 28, 2021; amended at 45 Ill. Reg. 8651, effective July 1, 2021; emergency amendment at 45 Ill. Reg. 9128, effective July 1, 2021, for a maximum of 150 days; amended at 45 Ill. Reg. 13669, effective October 18, 2021; amended at 46 Ill. Reg. _____, effective _____.

SUBPART A: NARRATIVE

Section 310.50 Definitions

The following definitions of terms are for purposes of clarification only. They affect the Schedule of Rates (Subpart B), and Negotiated Rates of Pay (Appendix A). Section 310.500 contains definitions of terms applying specifically to the Merit Compensation System.

"Adjustment in Salary" – A change in salary rate occasioned by a previously committed error or oversight, or required in the best interest of the State as defined in Sections 310.80 and 310.90.

"Agency" means an agency (e.g., Department, Board, Commission, etc.) of Illinois State government whose employees are subject to this Part.

"Anticipated Starting Salary" – A position-specific rate or range within the pay grade or salary range assigned to the classification title to which the position being filled is allocated and based on the value of the work to be performed in the

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position description. The anticipated starting salary is published in the posting of a position opening. When valuing the work to be performed in the position description, agencies, boards and commissions shall consider questions based on the factors located in Section 310.80(e). The factors are: is the valuation consistent with the treatment of other similar situations; is the valuation equitable in view of the particular circumstances; what are the staffing needs and requirements of the employing agency; and are there labor market influences on recruitment for the classification or position. Some of the questions to be considered are: how are others in this title in the agency compensated; how many staff does the position supervise; what is the scope of the position's area of responsibility; is the position similar to positions at other agencies and, if so, how are those employees compensated; what types of subordinates report to the position and how are they compensated; does this position require a license that is difficult to obtain; has the agency unsuccessfully attempted to fill the position and if so, how many times; and if the position has private sector counterparts, how are they compensated? This is a non-exhaustive list of factors and questions for agencies, boards and commissions to consider when developing an anticipated starting salary.

"Bargaining Representative" – The sole and exclusive labor organization (union, chapter, lodge or association) recognized, as noted in an agreement with the State of Illinois, to negotiate for one or more bargaining units and may include one or more locals.

"Bargaining Unit" – The sole and exclusive labor organization that represents and includes at least one position and its appointed employee as specified in a Certification of Representative, Certification of Clarified Unit or corrected certification issued by the Illinois Labor Relations Board as authorized by Sections 6(c) and 9(d) of the Illinois Public Labor Relations Act [5 ILCS 315].

"Base Salary" – A dollar amount of pay specifically designated in the Negotiated Rates of Pay (Appendix A) or Schedule of Rates (Subpart B). Base salary does not include commission, incentive pay, bilingual pay, longevity pay, overtime pay, shift differential pay or deductions for time not worked.

"Bilingual Pay" – The dollar amount per month, or percentage of the employee's monthly base salary, paid in addition to the employee's base salary when the individual position held by the employee has a job description that requires the use of sign language, Braille, or another second language (e.g., Spanish), or that

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requires the employee to be bilingual.

"Classification" – The classification established by the Department and approved by the Civil Service Commission based on Section 8a(1) of the Personnel Code [20 ILCS 415] and to which one or more positions are allocated based upon similarity of duties performed, responsibilities assigned and conditions of employment. Classification may be abbreviated to "class" and referred to by its title or title code.

"Class Specification" – The document comprising the title, title code, effective date, distinguishing features of work, illustrative examples of work and desirable requirements.

"Comparable Classes" – Two or more classes that are in the same pay grade.

"Creditable Service" – All service in full or regularly scheduled part-time pay status beginning with the date of initial employment or the effective date of the last salary increase that was at least equivalent to a full step.

"Demotion" – The assignment for cause of an employee to a vacant position in a class in a lower pay grade than the former class.

"Department" or "CMS" means the Department of Central Management Services.

"Differential" – The additional compensation added to the base salary of an employee resulting from conditions of employment imposed on the employee during normal schedule of work.

"Director" means the Director of the Department of Central Management Services.

"Divided Class" – The classification established by Section 8a(1) of the Personnel Code [20 ILCS 415], represented by more than one bargaining unit as certified by the Illinois Labor Relations Board. The divided classes effective June 23, 2021~~February 11, 2021~~ are:

Title	Title Code
Apparel/Dry Goods Specialist III	01233
<u>Automotive Shop Supervisor</u>	<u>03749</u>

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Bridge Mechanic	05310
Bridge Tender	05320
Civil Engineer I	07601
Civil Engineer II	07602
Civil Engineer III	07603
Clinical Laboratory Associate	08200
Clinical Laboratory Technician I	08215
Clinical Laboratory Technician II	08216
Educator	13100
Educator Aide	13130
<u>Educator – Career and Technical</u>	<u>13103</u>
Engineering Technician II	13732
Engineering Technician III	13733
Engineering Technician IV	13734
Heavy Construction Equipment Operator	18465
Highway Maintainer	18639
Highway Maintenance Lead Worker	18659
Housekeeper	19600
Labor Maintenance Lead Worker	22809
Laboratory Assistant	22995
Laboratory Associate I	22997
Laboratory Associate II	22998
Laborer (Maintenance)	23080
Licensed Practical Nurse I	23551
Licensed Practical Nurse II	23552
Maintenance Equipment Operator	25020
Maintenance Worker	25500
Pest Control Operator	31810
Power Shovel Operator (Maintenance)	33360
Property and Supply Clerk II	34792
Property and Supply Clerk III	34793
Public Service Administrator	37015
Silk Screen Operator	41020
Social Service Aide Trainee	41285
Storekeeper I	43051
Storekeeper II	43052
Storekeeper III	43053
Stores Clerk	43060

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"Entrance Base Salary" – The initial base salary assigned to an employee upon entering State service.

"Hourly Pay Grade" – The designation for hourly negotiated pay rates is "H".

"In Between Pay Grade" – The designation for negotiated pay rates in between pay grades is ".5".

"In-hire Rate" – An in-hire rate is a minimum rate/step for a class that is above or below the normal minimum of the range or full scale rate, as approved by the Director after a review of competitive market starting rates for similar classes or as negotiated between the Director and a bargaining unit.

"Midpoint Salary" – The rate of pay that is the maximum rate and the minimum rate in the salary range added together divided by two and rounded up or down to the nearest whole dollar.

"Option" – The denotation of directly-related education, experience and/or knowledge, skills and abilities required to qualify for the position allocated to the classification. The requirements may meet or exceed the requirements indicated in the class specification. The following options are for the Public Service Administrator classification and have a negotiated pay grade and/or a broad-banded salary range assigned:

- 1 = General Administration/Business/Marketing/Labor/Personnel
- 2 = Fiscal Management/Accounting/Budget/Internal
Audit/Insurance/Financial
- 2B = Financial Regulatory
- 2C = Economist
- 3 = Management Information System/Data Processing/Telecommunications
- 3J = Java Application Developer
- 3N = Networking
- 4 = Physical Sciences/Environment
- 6 = Health and Human Services
- 6C = Health Statistics
- 6D = Health Promotion/Disease Prevention
- 6E = Laboratory Specialist
- 6F = Infectious Disease

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- 6G = Disaster/Emergency Medical Services
- 6H = Illinois Council on Developmental Disabilities Program Specialist
- 6I = Rehabilitation Counseling
- 7 = Law Enforcement/Correctional
- 7A = Special Agent Supervisor
- 8A = Special License – Architect License
- 8B = Special License – Boiler Inspector License
- 8C = Special License – Certified Public Accountant
- 8D = Special License – Federal Communications Commission License/National Association of Business and Educational Radio
- 8E = Special License – Engineer (Professional)
- 8F = Special License – Federal Aviation Administration Medical Certificate/First Class
- 8G = Special License – Clinical Professional Counselor
- 8H = Special License – Environmental Health Practitioner
- 8I = Special License – Professional Land Surveyor License
- 8J = Food Sanitation Certificate/Licensed Dietician
- 8K = Special License – Licensed Psychologist
- 8L = Special License – Law License
- 8N = Special License – Registered Nurse License
- 8O = Special License – Occupational Therapist License
- 8P = Special License – Pharmacist License
- 8Q = Special License – Religious Ordination by Recognized Commission
- 8R = Special License – Dental Hygienist
- 8S = Special License – Social Worker/Clinical Social Worker
- 8T = Special License – Professional Educator License and Administrative Endorsement
- 8U = Special License – Physical Therapist License
- 8V = Special License – Audiologist License
- 8W = Special License – Speech-Language Pathologist License
- 8Y = Special License – Plumbing License
- 8Z = Special License – Special Metrologist Training
- 9A = Special License – Certified Internal Auditor
- 9B = Special License – Certified Information Systems Auditor
- 9C = Special License – Landscape Architect

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- 9D = Special License – Certified Real Estate Appraisal License
- 9G = Special License – Registered Professional Geologist License

The following options are for the Senior Public Service Administrator classification and have a broad-banded salary range assigned:

- 1 = General Administration/Business/Marketing/Labor/Personnel
- 2 = Fiscal Management/Accounting/Budget/ Internal Audit/Insurance/Financial
- 2A = Revenue Audit Field Manager
- 2B = Financial Regulatory
- 2C = Economist
- 3 = Management Information System/Data Processing/Telecommunications
- 4 = Physical Sciences/Environment
- 5 = Agriculture/Conservation
- 6 = Health and Human Services
- 6H = Developmental Disabilities Program Policy
- 7 = Law Enforcement/Correctional
- 7A = Criminal Investigation Chief
- 8A = Special License – Architect License
- 8B = Special License – Boiler Inspector License
- 8C = Special License – Certified Public Accountant/Certified Internal Auditor/Certified Information Systems Auditor
- 8D = Special License – Dental License
- 8E = Special License – Engineer (Professional)
- 8F = Special License – Clinical Professional Counseling
- 8G = Special License – Geologist License
- 8H = Special License – Environmental Health Practitioner
- 8I = Special License – Illinois Auctioneer License
- 8K = Special License – Licensed Psychologist
- 8L = Special License – Law License (Illinois)
- 8M = Special License – Veterinary Medicine License
- 8N = Special License – Nurse (Registered IL) License
- 8O = Special License – Occupational Therapist License
- 8P = Special License – Pharmacist License
- 8Q = Special License – Nursing Home Administration License

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- 8R = Special License – Real Estate Brokers License
- 8S = Special License – Social Worker/Clinical Social Worker
- 8T = Special License – Professional Educator License and Administrative Endorsement
- 8U = Special License – Landscape Architect
- 8Z = Special License – Certified Real Estate Appraisal License

Other classification titles contain an option and the option also may denote differences in the distinguishing features of work indicated in the classification specification. The classification titles containing an option are:

- Children and Family Service Intern, Option 1
- Children and Family Service Intern, Option 2
- Health Services Investigator I, Option A – General
- Health Services Investigator II, Option A – General
- Health Services Investigator II, Option C – Pharmacy
- Juvenile Justice Youth and Family Specialist Option 1
- Juvenile Justice Youth and Family Specialist Option 2
- Medical Administrator I Option C
- Medical Administrator I Option D
- Medical Administrator II Option C
- Medical Administrator II Option D
- Physician Specialist – Option A
- Physician Specialist – Option B
- Physician Specialist – Option C
- Physician Specialist – Option D
- Physician Specialist – Option E
- Research Fellow, Option B

"Pay Grade" – The numeric designation used for an established set of steps or salary range.

"Pay Plan Code" – The designation used in assigning a specific salary rate based on a variety of factors associated with the position. Pay Plan Codes used in the Pay Plan are:

- B = Negotiated regular pension formula rate for the State of Illinois

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- E = Educator title AFSCME negotiated 12-month regular pension formula rate for the State of Illinois
- J = Negotiated regular pension formula rate for states other than Illinois, California or New Jersey
- L = Educator title AFSCME negotiated 12-month alternative pension formula rate for the State of Illinois
- M = Educator title AFSCME negotiated 9-month regular pension formula rate at the Illinois School for the Visually Impaired
- N = Educator title Illinois Federation of Teachers negotiated 9-month regular pension formula rate for the Illinois School for the Deaf
- O = Educator title AFSCME negotiated 9-month regular pension formula rate at the Illinois Center for Rehabilitation and Education-Roosevelt
- P = Educator title AFSCME negotiated 12-month maximum-security institution rate for the State of Illinois
- Q = Negotiated alternative pension formula rate for the State of Illinois
- S = Negotiated maximum-security institution rate for the State of Illinois
- U = Negotiated regular pension formula rate for the state of California or New Jersey
- V = Educator title AFSCME negotiated 9-month regular pension formula rate at the Department of Juvenile Justice
- W = Educator title AFSCME negotiated 9-month alternative pension formula rate at the Department of Juvenile Justice
- X = Educator title AFSCME negotiated 9-month maximum security rate at the Department of Juvenile Justice

"Promotion" – The appointment of an employee, with the approval of the agency and the Department of Central Management Services, to a vacant position in a class in a higher pay grade than the former class.

"Reallocation" – A position action in which gradual changes in a single position's assigned duties and responsibilities accumulate and result in the assignment of the position to another class.

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"Reclassification" – A position action that occurs subsequent to approval of a new or revised classification by the Civil Service Commission and results in the assignment of a position or positions to a different class.

"Reevaluation" – The assignment of a different pay grade to a class based upon change in relation to other classes or to the labor market.

"Salary Range" – The dollar value represented by Steps 1c through 8 of a pay grade assigned to a class title.

"Satisfactory Performance Increase" – An upward revision in the base salary from one designated step to the next higher step in the pay grade for that class as a result of having served the required amount of time at the former rate with not less than a satisfactory level of competence. (Satisfactory level of competence shall mean work, the level of which, in the opinion of the agency head, is above that typified by the marginal employee.)

"Transfer" – The assignment of an employee to a vacant position having the same pay grade.

"Whole Class" – The classification established by Section 8a(1) of the Personnel Code [20 ILCS 415], represented by no more than one bargaining unit as certified by the Illinois Labor Relations Board and to which no more than one bargaining unit pay grade is assigned.

"Work Year" – That period of time determined by the agency and filed with the Department in accordance with 80 Ill. Adm. Code 303.300.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART C: MERIT COMPENSATION SYSTEM

Section 310.410 Jurisdiction

The Merit Compensation System shall apply to classes of positions, or positions excluded from bargaining unit representation, designated below and Broad-Band classes in Appendix G. In addition, the classes are listed in the ALPHABETIC INDEX OF POSITION TITLES. Also see

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Section 310.495 for the application of the Merit Compensation System for those Broad-Band titles listed with their salary ranges in Appendix G.

Title	Title Code	Salary Range
Account Clerk I	00111	MS-03
Account Clerk II	00112	MS-04
Account Technician I	00115	MS-07
Account Technician II	00116	MS-09
Account Technician Trainee	00118	MS-04
Accountant	00130	MS-11
Accountant Advanced	00133	MS-14
Accountant Supervisor	00135	MS-19
Accounting and Fiscal Administration Career Trainee	00140	MS-09
Activity Program Aide I	00151	MS-04
Activity Program Aide II	00152	MS-05
Activity Therapist	00157	MS-12
Activity Therapist Coordinator	00160	MS-16
Activity Therapist Supervisor	00163	MS-23
Actuarial Assistant	00187	MS-14
Actuarial Examiner	00195	MS-14
Actuarial Examiner Trainee	00196	MS-10
Actuarial Senior Examiner	00197	MS-21
Actuary I	00201	MS-23
Actuary II	00202	MS-31
Actuary III	00203	MS-33
Administrative Assistant I	00501	MS-16
Administrative Assistant II	00502	MS-21
Administrative Services Worker Trainee	00600	MS-02
Agricultural Executive	00800	MS-23
Agricultural Land and Water Resources Supervisor	00811	MS-25
Agricultural Market News Assistant	00804	MS-09
Agricultural Marketing Reporter	00807	MS-19
Agricultural Marketing Representative	00810	MS-19
Agriculture Land and Water Resource Specialist I	00831	MS-11
Agriculture Land and Water Resource Specialist II	00832	MS-16
Agriculture Land and Water Resource Specialist III	00833	MS-23
Aircraft Dispatcher	00951	MS-09
Aircraft Lead Dispatcher	00952	MS-11

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Aircraft Pilot I	00955	MS-21
Aircraft Pilot II	00956	MS-28
Aircraft Pilot II – Dual Rating	00957	MS-29
Amusement Ride Safety Inspector	01061	MS-14
Animal and Animal Products Investigator	01072	MS-11
Animal and Animal Products Investigator Trainee	01075	MS-09
Apiary Inspector	01215	MS-03
Apparel/Dry Goods Specialist I	01231	MS-04
Apparel/Dry Goods Specialist II	01232	MS-05
Apparel/Dry Goods Specialist III	01233	MS-10
Appraisal Specialist I	01251	MS-11
Appraisal Specialist II	01252	MS-14
Appraisal Specialist III	01253	MS-19
Appraisal Specialist Trainee	01255	MS-09
Arbitrator	01401	MS-33
Architect	01440	MS-28
Arson Investigations Trainee	01485	MS-12
Arson Investigator I	01481	MS-15
Arson Investigator II	01482	MS-20
Arts Council Associate	01523	MS-09
Arts Council Program Coordinator	01526	MS-19
Arts Council Program Representative	01527	MS-12
Assignment Coordinator	01530	MS-23
Assistant Automotive Shop Supervisor	01565	MS-11
Assistant Reimbursement Officer	02424	MS-05
Audio Visual Technician I	03501	MS-04
Audio Visual Technician II	03502	MS-06
Auto and Body Repairer	03680	MS-13
Automotive Attendant I	03696	MS-03
Automotive Attendant II	03697	MS-03
Automotive Mechanic	03700	MS-13
Automotive Parts Warehouse Specialist	03734	MS-11
Automotive Parts Warehouse	03730	MS-11
Automotive Shop Supervisor	03749	MS-18
Bank Examiner I	04131	MS-14
Bank Examiner II	04132	MS-21
Bank Examiner III	04133	MS-28

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Behavioral Analyst Associate	04355	MS-12
Behavioral Analyst I	04351	MS-16
Behavioral Analyst II	04352	MS-21
Blasting Expert	04720	MS-27
Blasting Specialist	04725	MS-25
Blasting Supervisor	04730	MS-29
Boat Safety Inspection Supervisor	04850	MS-22
Boiler Safety Audit Specialist	04900	MS-30
Boiler Safety Chief Inspector	04907	MS-34
Boiler Safety Specialist	04910	MS-26
Boiler Safety Supervisor	04915	MS-29
Breath Alcohol Analysis Technician	05170	MS-15
Bridge Mechanic	05310	MS-17
Bridge Tender	05320	MS-18
Building Construction Inspector I	05541	MS-18
Building Construction Inspector II	05542	MS-20
Building Services Worker	05616	MS-05
Building/Grounds Laborer	05598	MS-08
Building/Grounds Lead I	05601	MS-10
Building/Grounds Lead II	05602	MS-12
Building/Grounds Maintenance Worker	05613	MS-09
Building/Grounds Supervisor	05605	MS-12
Business Administrative Specialist	05810	MS-14
Business Manager	05815	MS-19
Buyer	05900	MS-19
Buyer Assistant	05905	MS-07
Cancer Registrar I	05951	MS-11
Cancer Registrar II	05952	MS-14
Cancer Registrar III	05953	MS-23
Cancer Registrar Assistant Manager	05954	MS-27
Cancer Registrar Manager	05955	MS-31
Canine Specialist	06500	MS-20
Capital Development Board Account Technician	06515	MS-08
Capital Development Board Art In Architecture Technician	06533	MS-09
Capital Development Board Construction Support Analyst	06520	MS-08
Capital Development Board Media Technician	06525	MS-11
Capital Development Board Project Technician	06530	MS-09

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Cartographer III	06673	MS-28
Chaplain I	06901	MS-14
Chaplain II	06902	MS-21
Check Issuance Machine Operator	06920	MS-06
Check Issuance Machine Supervisor	06925	MS-08
Chemist I	06941	MS-14
Chemist II	06942	MS-21
Chemist III	06943	MS-25
Child Development Aide	07184	MS-07
Child Protection Advanced Specialist	07161	MS-21
Child Protection Associate Specialist	07162	MS-14
Child Protection Specialist	07163	MS-19
Child Support Specialist I	07198	MS-14
Child Support Specialist II	07199	MS-16
Child Support Specialist Trainee	07200	MS-09
Child Welfare Administrative Case Reviewer	07190	MS-28
Child Welfare Advanced Specialist	07215	MS-21
Child Welfare Associate Specialist	07216	MS-14
Child Welfare Court Facilitator	07196	MS-28
Child Welfare Nurse Specialist	07197	MS-22
Child Welfare Senior Specialist	07217	MS-28
Child Welfare Specialist	07218	MS-19
Child Welfare Staff Development Coordinator IV	07204	MS-28
Children and Family Service Intern, Option 1	07241	MS-09
Children and Family Service Intern, Option 2	07242	MS-12
Civil Engineer I	07601	MS-22
Civil Engineer II	07602	MS-26
Civil Engineer III	07603	MS-30
Civil Engineer IV	07604	MS-31
Civil Engineer Trainee	07607	MS-16
Clerical Trainee	08050	MS-01
Clinical Laboratory Associate	08200	MS-05
Clinical Laboratory Phlebotomist	08213	MS-04
Clinical Laboratory Technician I	08215	MS-07
Clinical Laboratory Technician II	08216	MS-09
Clinical Laboratory Technologist I	08220	MS-19
Clinical Laboratory Technologist II	08221	MS-21

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Clinical Laboratory Technologist Trainee	08229	MS-11
Clinical Pharmacist	08235	MS-32
Clinical Psychologist	08250	MS-29
Clinical Psychology Associate	08255	MS-19
Clinical Services Supervisor	08260	MS-31
Commerce Commission Police Officer I	08451	MS-18
Commerce Commission Police Officer II	08452	MS-22
Commerce Commission Police Officer Trainee	08455	MS-10
Commerce Commission Police Sergeant	08457	MS-24
Commodities Inspector	08770	MS-08
Communications Dispatcher	08815	MS-06
Communications Equipment Technician I	08831	MS-16
Communications Equipment Technician II	08832	MS-21
Communications Equipment Technician III	08833	MS-23
Communications Systems Specialist	08860	MS-29
Community Management Specialist I	08891	MS-12
Community Management Specialist II	08892	MS-16
Community Management Specialist III	08893	MS-21
Community Planner I	08901	MS-12
Community Planner II	08902	MS-16
Community Planner III	08903	MS-21
Compliance Officer	08919	MS-11
Computer Evidence Recovery Specialist	08980	MS-32
Conservation Education Representative	09300	MS-09
Conservation Grant Administrator I	09311	MS-19
Conservation Grant Administrator II	09312	MS-23
Conservation Grant Administrator III	09313	MS-28
Conservation Police Lieutenant	09339	MS-23
Conservation Police Officer I	09341	MS-18
Conservation Police Officer II	09342	MS-19
Conservation Police Officer Trainee	09345	MS-06
Conservation Police Sergeant	09347	MS-22
Conservation/Historic Preservation Worker	09317	MS-01
Construction Program Assistant	09525	MS-09
Construction Supervisor	09560	MS-14
Contract Specialist I	09566	MS-08
Contract Specialist II	09567	MS-11

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Contract Specialist III	09568	MS-14
Cook I	09601	MS-04
Cook II	09602	MS-07
Correctional Casework Supervisor	09655	MS-25
Correctional Counselor I	09661	MS-12
Correctional Counselor II	09662	MS-16
Correctional Counselor III	09663	MS-21
Correctional Lieutenant	09673	MS-24
Correctional Officer	09675	MS-11
Correctional Officer Trainee	09676	MS-08
Correctional Sergeant	09717	MS-16
Corrections Apprehension Specialist	09750	MS-21
Corrections Assessment Specialist	09758	MS-21
Corrections Clerk I	09771	MS-11
Corrections Clerk II	09772	MS-13
Corrections Clerk III	09773	MS-18
Corrections Command Center Supervisor	09500	MS-32
Corrections Family Services Coordinator	09600	MS-32
Corrections Food Service Supervisor I	09793	MS-13
Corrections Food Service Supervisor II	09794	MS-18
Corrections Food Service Supervisor III	09795	MS-21
Corrections Grounds Supervisor	09796	MS-16
Corrections Identification Supervisor	09800	MS-24
Corrections Identification Technician	09801	MS-13
Corrections Industries Marketing Representative	09803	MS-16
Corrections Industry Lead Worker	09805	MS-16
Corrections Industry Supervisor	09807	MS-21
Corrections Intelligence Program Unit Manager	09798	MS-31
Corrections Laundry Manager I	09808	MS-18
Corrections Laundry Manager II	09809	MS-20
Corrections Law Library Assistant	09819	MS-11
Corrections Leisure Activities Specialist I	09811	MS-12
Corrections Leisure Activities Specialist II	09812	MS-16
Corrections Leisure Activities Specialist III	09813	MS-21
Corrections Leisure Activities Specialist IV	09814	MS-25
Corrections Locksmith	09818	MS-16
Corrections Maintenance Craftsman	09821	MS-16

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Corrections Maintenance Supervisor	09822	MS-20
Corrections Maintenance Worker	09823	MS-12
Corrections Nurse I	09825	MS-20
Corrections Nurse II	09826	MS-25
Corrections Nurse Trainee	09836	MS-16
Corrections Parole Agent	09842	MS-16
Corrections Placement Resources Regional Supervisor	09839	MS-31
Corrections Program Administrator	09849	MS-31
Corrections Psychologist Administrator	09855	MS-32
Corrections Regional Mental Health Services Administrator	09857	MS-32
Corrections Residence Counselor I	09837	MS-13
Corrections Residence Counselor II	09838	MS-20
Corrections Senior Parole Agent	09844	MS-21
Corrections Supply Supervisor I	09861	MS-13
Corrections Supply Supervisor II	09862	MS-18
Corrections Supply Supervisor III	09863	MS-21
Corrections Training Program Supervisor	09860	MS-32
Corrections Transportation Officer I	09871	MS-13
Corrections Transportation Officer II	09872	MS-20
Corrections Treatment Officer	09864	MS-20
Corrections Treatment Officer Supervisor	09865	MS-27
Corrections Treatment Officer Trainee	09866	MS-13
Corrections Treatment Senior Security Supervisor	09867	MS-31
Corrections Unit Superintendent	09868	MS-32
Corrections Utilities Operator	09875	MS-16
Corrections Vocational Instructor	09879	MS-16
Corrections Vocational School Supervisor	09880	MS-20
Court Reporter	09900	MS-12
Court Reporter Supervisor	09903	MS-26
Crime Scene Investigator	09980	MS-25
Criminal Intelligence Analyst I	10161	MS-19
Criminal Intelligence Analyst II	10162	MS-23
Criminal Intelligence Analyst Specialist	10165	MS-28
Criminal Intelligence Analyst Supervisor	10169	MS-32
Criminal Justice Specialist I	10231	MS-14
Criminal Justice Specialist II	10232	MS-23
Criminal Justice Specialist Trainee	10236	MS-10

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Curator Of The Lincoln Collection	10750	MS-14
Data Processing Administrative Specialist	11415	MS-11
Data Processing Assistant	11420	MS-04
Data Processing Operator	11425	MS-03
Data Processing Operator Trainee	11428	MS-02
Data Processing Specialist	11430	MS-09
Data Processing Supervisor I	11435	MS-08
Data Processing Supervisor II	11436	MS-11
Data Processing Supervisor III	11437	MS-19
Data Processing Technician	11440	MS-06
Data Processing Technician Trainee	11443	MS-04
Day Care Licensing Representative I	11471	MS-14
Day Care Licensing Representative II	11472	MS-19
Deck Hand	11500	MS-15
Dental Assistant	11650	MS-07
Dental Hygienist	11700	MS-11
Dentist I	11751	MS-29
Dentist II	11752	MS-33
Developmental Disabilities Council Program Planner I	12361	MS-09
Developmental Disabilities Council Program Planner II	12362	MS-14
Developmental Disabilities Council Program Planner III	12363	MS-19
Developmental Psychological Services Administrator	12380	MS-32
Dietary Manager I	12501	MS-14
Dietary Manager II	12502	MS-19
Dietitian	12510	MS-12
Disability Appeals Officer	12530	MS-28
Disability Claims Adjudicator I	12537	MS-14
Disability Claims Adjudicator II	12538	MS-19
Disability Claims Adjudicator Trainee	12539	MS-10
Disability Claims Analyst	12540	MS-25
Disability Claims Specialist	12558	MS-21
Disaster Services Planner	12585	MS-21
Document Examiner	12640	MS-28
Drafting Worker	12749	MS-08
Drug Compliance Investigator	12778	MS-31
Economic Development Representative I	12931	MS-16
Economic Development Representative II	12932	MS-21

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Economic Development Representative Trainee	12939	MS-10
Economist Associate	12940	MS-12
Educational Diagnostician	12965	MS-09
Educational Media Program Specialist	12980	MS-16
Educator	13100	MS-26
Educator – Career and Technical	13103	MS-16
Educator – Career and Technical Provisional	13104	MS-15
Educator Aide	13130	MS-08
Educator Intern	13135	MS-10
Electrical Engineer	13180	MS-28
Electroencephalograph Technician	13300	MS-05
Electronic Equipment Installer/Repairer	13340	MS-07
Electronic Equipment Installer/Repairer Lead Worker	13345	MS-09
Electronics Technician	13360	MS-12
Elevator Inspector	13495	MS-21
Elevator Operator	13500	MS-05
Emergency Response Lead Telecommunicator	13540	MS-10
Emergency Response Telecommunicator	13543	MS-08
Employee Benefits Associate	13554	MS-09
Employee Benefits Representative	13555	MS-12
Employee Benefits Specialist	13556	MS-16
Employment Security Field Office Supervisor	13600	MS-23
Employment Security Manpower Representative I	13621	MS-09
Employment Security Manpower Representative II	13622	MS-11
Employment Security Program Representative	13650	MS-11
Employment Security Program Representative – Intermittent	13651	MS-11
Employment Security Service Representative	13667	MS-14
Employment Security Specialist I	13671	MS-11
Employment Security Specialist II	13672	MS-14
Employment Security Specialist III	13673	MS-21
Employment Security Tax Auditor I	13681	MS-16
Employment Security Tax Auditor II	13682	MS-21
End-User Computer Services Specialist I	13691	MS-24
End-User Computer Services Specialist II	13692	MS-28
End-User Computer Systems Analyst	13693	MS-30
Energy and Natural Resources Specialist I	13711	MS-12
Energy and Natural Resources Specialist II	13712	MS-16

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Energy and Natural Resources Specialist III	13713	MS-21
Energy and Natural Resources Specialist Trainee	13715	MS-09
Engineering Technician I	13731	MS-10
Engineering Technician II	13732	MS-13
Engineering Technician III	13733	MS-20
Engineering Technician IV	13734	MS-30
Environmental Engineer I	13751	MS-12
Environmental Engineer II	13752	MS-16
Environmental Engineer III	13753	MS-21
Environmental Engineer IV	13754	MS-28
Environmental Equipment Operator I	13761	MS-09
Environmental Equipment Operator II	13762	MS-11
Environmental Health Specialist I	13768	MS-11
Environmental Health Specialist II	13769	MS-14
Environmental Health Specialist III	13770	MS-19
Environmental Protection Associate	13785	MS-09
Environmental Protection Engineer I	13791	MS-12
Environmental Protection Engineer II	13792	MS-16
Environmental Protection Engineer III	13793	MS-21
Environmental Protection Engineer IV	13794	MS-28
Environmental Protection Geologist I	13801	MS-12
Environmental Protection Geologist II	13802	MS-16
Environmental Protection Geologist III	13803	MS-21
Environmental Protection Legal Investigator I	13811	MS-10
Environmental Protection Legal Investigator II	13812	MS-11
Environmental Protection Legal Investigator Specialist	13815	MS-13
Environmental Protection Specialist I	13821	MS-11
Environmental Protection Specialist II	13822	MS-14
Environmental Protection Specialist III	13823	MS-19
Environmental Protection Specialist IV	13824	MS-28
Environmental Protection Technician I	13831	MS-05
Environmental Protection Technician II	13832	MS-07
Epidemiology Research and Investigation Scientist	13833	MS-29
Equal Pay Specialist	13837	MS-16
Equine Investigator	13840	MS-09
Executive I	13851	MS-19
Executive II	13852	MS-23

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Executive Secretary I	14031	MS-08
Executive Secretary II	14032	MS-11
Executive Secretary III	14033	MS-14
Explosives Inspector I	14051	MS-11
Explosives Inspector II	14052	MS-18
Facility Assistant Fire Chief	14430	MS-10
Facility Fire Chief	14433	MS-13
Facility Fire Safety Coordinator	14435	MS-09
Facility Firefighter	14439	MS-07
Ferry Operator I	14801	MS-18
Ferry Operator II	14802	MS-19
Financial Institutions Examiner I	14971	MS-14
Financial Institutions Examiner II	14972	MS-21
Financial Institutions Examiner III	14973	MS-28
Financial Institutions Examiner Trainee	14978	MS-10
Fingerprint Technician	15204	MS-10
Fingerprint Technician Supervisor	15208	MS-18
Fingerprint Technician Trainee	15209	MS-05
Firearms Eligibility Administrator	15280	MS-32
Firearms Eligibility Analyst I	15371	MS-10
Firearms Eligibility Analyst II	15372	MS-14
Firearms Eligibility Analyst Trainee	15375	MS-08
Fire Certification Specialist I	15281	MS-16
Fire Certification Specialist II	15282	MS-18
Fire Certification Specialist Supervisor	15283	MS-22
Fire Prevention Inspector I	15316	MS-13
Fire Prevention Inspector II	15317	MS-20
Fire Prevention Inspector Trainee	15320	MS-10
Fire Protection Engineer	15340	MS-28
Fire Protection Specialist I	15351	MS-14
Flight Safety Coordinator	15640	MS-28
Florist II	15652	MS-08
Food Services Program Manager	15800	MS-31
Foreign Service Economic Development Executive I	15871	MS-32
Foreign Service Economic Development Executive II	15872	MS-34
Foreign Service Economic Development Representative	15875	MS-30
Forensic Science Administrator I	15911	MS-31

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Forensic Science Administrator II	15912	MS-32
Forensic Science Administrator III	15913	MS-33
Forensic Scientist I	15891	MS-19
Forensic Scientist II	15892	MS-23
Forensic Scientist III	15893	MS-28
Forensic Scientist Trainee	15897	MS-12
Gaming Licensing Analyst	17171	MS-12
Gaming Licensing Specialist	17172	MS-16
Gaming Operations Supervisor	17181	MS-33
Gaming Senior Special Agent	17191	MS-29
Gaming Shift Supervisor	17187	MS-31
Gaming Special Agent	17192	MS-21
Gaming Special Agent Trainee	17195	MS-11
Gaming Unit Supervisor	17201	MS-33
Geographic Information Specialist I	17271	MS-21
Geographic Information Specialist II	17272	MS-29
Geographic Information Trainee	17276	MS-12
Governmental Career Trainee	17325	MS-09
Graduate Pharmacist	17345	MS-23
Graphic Arts Designer	17366	MS-11
Graphic Arts Designer Advanced	17370	MS-14
Graphic Arts Designer Supervisor	17365	MS-19
Graphic Arts Technician	17400	MS-09
Grounds Supervisor	17549	MS-18
Guard I	17681	MS-04
Guard II	17682	MS-06
Guard III	17683	MS-09
Guard Supervisor	17685	MS-11
Guardianship Representative	17710	MS-16
Guardianship Supervisor	17720	MS-24
Habilitation Program Coordinator	17960	MS-16
Handicapped Services Representative I	17981	MS-08
Health Facilities Surveillance Nurse	18150	MS-22
Health Facilities Surveyor I	18011	MS-14
Health Facilities Surveyor II	18012	MS-21
Health Facilities Surveyor III	18013	MS-23
Health Information Associate	18045	MS-07

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Health Information Technician	18047	MS-09
Health Services Investigator I	18179	MS-21
Health Services Investigator II, Option A – General	18185	MS-28
Health Services Investigator II, Option C – Pharmacy	18187	MS-32
Hearing and Speech Advanced Specialist	18227	MS-28
Hearing and Speech Associate	18231	MS-19
Hearing and Speech Specialist	18233	MS-23
Hearing and Speech Technician II	18262	MS-06
Hearings Referee	18300	MS-29
Hearings Referee – Intermittent	18301	MS-29
Heavy Construction Equipment Operator	18465	MS-18
Highway Construction Supervisor I	18525	MS-25
Highway Construction Supervisor II	18526	MS-30
Highway Maintainer	18639	MS-18
Highway Maintenance Lead Worker	18659	MS-18
Historical Actor	18977	MS-14
<u>Historical Documents Conservator</u>	<u>18984</u>	<u>MS-10</u>
Historical Documents Conservator I	18981	MS-10
Historical Exhibits Designer	18985	MS-12
Historical Library Chief Of Acquisitions	18987	MS-21
<u>Historical Research Editor</u>	<u>19006</u>	<u>MS-11</u>
Historical Research Editor II	19002	MS-11
Historical Research Specialist	19008	MS-23
Housekeeper	19600	MS-03
Human Relations Representative	19670	MS-14
Human Resources Assistant	19690	MS-05
Human Resources Associate	19691	MS-08
Human Resources Trainee	19694	MS-04
Human Rights Investigator I	19774	MS-14
Human Rights Investigator II	19775	MS-19
Human Rights Investigator III	19776	MS-21
Human Rights Investigator Trainee	19768	MS-09
Human Rights Mediation Supervisor	19769	MS-23
Human Rights Mediator	19771	MS-16
Human Rights Specialist I	19778	MS-11
Human Rights Specialist II	19779	MS-14
Human Rights Specialist III	19780	MS-19

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Human Services Casework Manager	19788	MS-23
Human Services Caseworker	19785	MS-14
Human Services Grants Coordinator I	19791	MS-11
Human Services Grants Coordinator II	19792	MS-16
Human Services Grants Coordinator III	19793	MS-23
Human Services Grants Coordinator Trainee	19796	MS-09
Human Services Sign Language Interpreter	19810	MS-14
Iconographer	19880	MS-09
Industrial and Community Development Representative I	21051	MS-16
Industrial and Community Development Representative II	21052	MS-21
Industrial Commission Reporter	21080	MS-14
Industrial Commission Technician	21095	MS-08
Industrial Services Consultant I	21121	MS-11
Industrial Services Consultant II	21122	MS-14
Industrial Services Consultant Trainee	21125	MS-08
Industrial Services Hygienist	21127	MS-21
Industrial Services Hygienist Technician	21130	MS-14
Industrial Services Hygienist Trainee	21133	MS-09
Information Services Intern	21160	MS-12
Information Services Specialist I	21161	MS-16
Information Services Specialist II	21162	MS-21
Information Systems Analyst I	21165	MS-25
Information Systems Analyst II	21166	MS-29
Information Systems Analyst III	21167	MS-32
Information Technology/Communications Systems Specialist I	21216	MS-21
Information Technology/Communications Systems Specialist II	21217	MS-31
Inhalation Therapist	21259	MS-05
Inhalation Therapy Supervisor	21260	MS-08
Institutional Maintenance Worker	21465	MS-05
Instrument Designer	21500	MS-19
Insurance Analyst I	21561	MS-06
Insurance Analyst II	21562	MS-09
Insurance Analyst III	21563	MS-11
Insurance Analyst IV	21564	MS-14
<u>Insurance Analyst</u>	<u>21571</u>	<u>MS-09</u>
<u>Insurance Analyst Specialist</u>	<u>21572</u>	<u>MS-11</u>
Insurance Analyst Trainee	21566	MS-04

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Insurance Company Claims Examiner I	21601	MS-16
Insurance Company Claims Examiner II	21602	MS-21
Insurance Company Field Staff Examiner	21608	MS-14
Insurance Company Financial Examiner Trainee	21610	MS-10
Insurance Financial Specialist	21613	MS-23
Insurance Performance Examiner I	21671	MS-11
Insurance Performance Examiner II	21672	MS-16
Insurance Performance Examiner III	21673	MS-23
Insurance Performance Examiner Trainee	21680	MS-09
<u>Insurance Senior Analyst</u>	<u>21573</u>	<u>MS-14</u>
Intermittent Clerk	21686	MS-02
Intermittent Laborer (Maintenance)	21687	MS-08
Intermittent Unemployment Insurance Representative	21689	MS-09
Intermittent Unemployment Insurance Technician	21690	MS-04
Internal Auditor I	21721	MS-16
Internal Auditor II	21727	MS-23
Internal Auditor Trainee	21726	MS-09
Internal Investigations Principal Evaluation Supervisor	21735	MS-31
Internal Investigations Supervisor	21740	MS-31
Internal Security Investigator I	21731	MS-22
Internal Security Investigator II	21732	MS-28
International Marketing Representative I	21761	MS-11
Janitor I	21951	MS-13
Janitor II	21952	MS-14
Juvenile Justice Chief of Security	21965	MS-31
Juvenile Justice Psychologist Administrator	21967	MS-32
Juvenile Justice School Counselor	21970	MS-26
Juvenile Justice Specialist	21971	MS-20
Juvenile Justice Specialist Intern	21976	MS-13
Juvenile Justice Supervisor	21980	MS-27
Juvenile Justice Unit Superintendent	21985	MS-32
Juvenile Justice Vocational Instructor	21987	MS-16
Juvenile Justice Youth and Family Specialist Option 1	21991	MS-19
Juvenile Justice Youth and Family Specialist Option 2	21992	MS-23
Juvenile Justice Youth and Family Specialist Supervisor	21995	MS-28
Kidcare Supervisor	22003	MS-23
Labor Conciliator	22750	MS-23

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Labor Maintenance Lead Worker	22809	MS-16
Laboratory Assistant	22995	MS-03
Laboratory Associate I	22997	MS-07
Laboratory Associate II	22998	MS-09
Laboratory Equipment Specialist	22990	MS-19
Laboratory Quality Specialist I	23021	MS-21
Laboratory Quality Specialist II	23022	MS-25
Laboratory Research Scientist	23025	MS-29
Laboratory Research Specialist I	23027	MS-21
Laboratory Research Specialist II	23028	MS-25
Laborer (Maintenance)	23080	MS-15
Land Acquisition Agent I	23091	MS-12
Land Acquisition Agent II	23092	MS-19
Land Acquisition Agent III	23093	MS-25
Land Reclamation Specialist I	23131	MS-11
Land Reclamation Specialist II	23132	MS-16
Land Reclamation Specialist Trainee	23137	MS-09
Landscape Architect	23145	MS-28
Landscape Planner	23150	MS-21
Laundry Manager I	23191	MS-10
Law Enforcement Training Administrator	23260	MS-32
Legal Research Assistant	23350	MS-10
Liability Claims Adjuster I	23371	MS-11
Liability Claims Adjuster II	23372	MS-19
Liability Claims Adjuster Trainee	23375	MS-09
Librarian I	23401	MS-14
Librarian II	23402	MS-19
Library Aide I	23421	MS-03
Library Associate	23430	MS-09
Library Technical Assistant	23450	MS-07
Licensed Practical Nurse I	23551	MS-09
Licensed Practical Nurse II	23552	MS-10
Licensed Practical Nurse – Corrections	23549	MS-12
Licensing Assistant	23568	MS-05
Licensing Investigations Supervisor	23577	MS-32
Licensing Investigator I	23571	MS-10
Licensing Investigator II	23572	MS-13

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Licensing Investigator III	23573	MS-15
Licensing Investigator IV	23574	MS-20
Life Sciences Career Trainee	23600	MS-09
Liquor Control Inspector	23741	MS-13
Liquor Control Inspector Trainee	23744	MS-10
Liquor Control Investigator	23753	MS-21
Liquor Control Investigator Trainee	23756	MS-11
Local Historical Services Representative	24000	MS-16
Local Housing Advisor I	24031	MS-11
Local Housing Advisor II	24032	MS-14
Local Housing Advisor III	24033	MS-19
Local Revenue and Fiscal Advisor I	24101	MS-12
Local Revenue and Fiscal Advisor II	24102	MS-16
Local Revenue and Fiscal Advisor III	24103	MS-21
Lock and Dam Tender	24290	MS-07
Locksmith	24300	MS-16
Lottery Commodities Distributor II	24402	MS-09
Lottery Drawing Senior Specialist	24413	MS-11
Lottery Drawing Specialist	24410	MS-09
Lottery Regional Coordinator	24504	MS-21
Lottery Sales Representative	24515	MS-14
Lottery Telemarketing Representative	24520	MS-06
Maintenance Equipment Operator	25020	MS-18
Maintenance Worker	25500	MS-16
Management Operations Analyst I	25541	MS-19
Management Operations Analyst II	25542	MS-23
Management Operations Analyst Trainee	25545	MS-12
Management Systems Specialist	25583	MS-25
Manpower Planner I	25591	MS-11
Manpower Planner II	25592	MS-16
Manpower Planner III	25593	MS-23
Manpower Planner Trainee	25597	MS-09
Manuscripts Manager	25610	MS-21
Meat and Poultry Inspector	26070	MS-10
Meat and Poultry Inspector Supervisor	26073	MS-13
Meat and Poultry Inspector Trainee	26075	MS-07
Mechanical Engineer I	26201	MS-12

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Mechanical Engineer II	26202	MS-16
Mechanical Engineer III	26203	MS-21
Medicaid Management Analyst	26301	MS-20
Medicaid Management Intern	26305	MS-13
Medical Administrator I Option C	26400	MS-60
Medical Administrator I Option D	26401	MS-62
Medical Administrator II Option C	26402	MS-61
Medical Administrator II Option D	26403	MS-64
Medical Administrator III	26404	MS-65
Medical Administrator IV	26405	MS-66
Medical Assistance Consultant I	26501	MS-10
Medical Assistance Consultant II	26502	MS-14
Medical Assistance Consultant III	26503	MS-21
Mental Health Administrator I	26811	MS-19
Mental Health Administrator II	26812	MS-23
Mental Health Administrator Trainee	26817	MS-14
Mental Health Program Administrator	26908	MS-63
Mental Health Recovery Support Specialist I	26921	MS-16
Mental Health Recovery Support Specialist II	26922	MS-19
Mental Health Specialist I	26924	MS-09
Mental Health Specialist II	26925	MS-11
Mental Health Specialist III	26926	MS-14
Mental Health Specialist Trainee	26928	MS-08
Mental Health Technician I	27011	MS-04
Mental Health Technician II	27012	MS-05
Mental Health Technician III	27013	MS-06
Mental Health Technician IV	27014	MS-07
Mental Health Technician V	27015	MS-08
Mental Health Technician VI	27016	MS-09
Mental Health Technician Trainee	27020	MS-03
Meteorologist	27120	MS-19
Methods and Procedures Advisor I	27131	MS-11
Methods and Procedures Advisor II	27132	MS-14
Methods and Procedures Advisor III	27133	MS-23
Methods and Procedures Career Associate I	27135	MS-08
Methods and Procedures Career Associate II	27136	MS-09
Methods and Procedures Career Associate Trainee	27137	MS-06

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Metrologist Associate	27146	MS-12
Microbiologist I	27151	MS-14
Microbiologist II	27152	MS-21
Microfilm Laboratory Technician I	27175	MS-04
Microfilm Laboratory Technician II	27176	MS-06
Microfilm Operator I	27181	MS-03
Microfilm Operator II	27182	MS-04
Microfilm Operator III	27183	MS-05
Mine Rescue Station Assistant	28150	MS-07
Motorist Assistance Specialist	28490	MS-05
Museum Theater Systems Technician	28700	MS-11
Narcotics and Currency Unit Supervisor	28750	MS-32
Natural Resources Advanced Specialist	28833	MS-23
Natural Resources Coordinator	28831	MS-12
Natural Resources Coordinator Trainee	28830	MS-09
Natural Resources Education Program Coordinator	28834	MS-23
Natural Resources Grant Coordinator	28835	MS-20
Natural Resources Manager I	28836	MS-23
Natural Resources Manager II	28837	MS-26
Natural Resources Manager III	28838	MS-30
Natural Resources Site Manager I	28841	MS-23
Natural Resources Site Manager II	28842	MS-26
Natural Resources Specialist	28832	MS-19
Natural Resources Technician I	28851	MS-07
Natural Resources Technician II	28852	MS-10
Nursing Act Assistant Coordinator	29731	MS-25
Nutritionist	29820	MS-19
Occupational Therapist	29900	MS-16
Occupational Therapist Program Coordinator	29908	MS-21
Occupational Therapist Supervisor	29910	MS-25
Office Administrative Specialist	29990	MS-09
Office Administrator I	29991	MS-04
Office Administrator II	29992	MS-06
Office Administrator III	29993	MS-08
Office Administrator IV	29994	MS-11
Office Administrator V	29995	MS-12
Office Aide	30005	MS-02

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Office Assistant	30010	MS-04
Office Associate	30015	MS-05
Office Clerk	30020	MS-03
Office Coordinator	30025	MS-06
Office Occupations Trainee	30075	MS-01
Office Specialist	30080	MS-08
Oral Health Consultant	30317	MS-19
Paralegal Assistant	30860	MS-11
Pension and Death Benefits Technician I	30961	MS-09
Pension and Death Benefits Technician II	30962	MS-21
Pest Control Operator	31810	MS-07
Pharmacy Lead Technician	32009	MS-06
Pharmacy Manager	32025	MS-33
Pharmacy Services Coordinator	32010	MS-32
Pharmacy Technician	32011	MS-04
Photographer	32080	MS-11
Photographic Technician I	32091	MS-08
Photographic Technician II	32092	MS-11
Photographic Technician III	32093	MS-12
Physical Therapist	32145	MS-16
Physical Therapist Program Coordinator	32153	MS-21
Physical Therapy Aide II	32192	MS-05
Physical Therapy Aide III	32193	MS-08
Physician	32200	MS-36
Physician Assistant	32210	MS-27
Physician Specialist – Option A	32221	MS-37
Physician Specialist – Option B	32222	MS-38
Physician Specialist – Option C	32223	MS-61
Physician Specialist – Option D	32224	MS-63
Physician Specialist – Option E	32225	MS-65
Plant and Pesticide Specialist I	32501	MS-15
Plant and Pesticide Specialist II	32502	MS-20
Plant and Pesticide Specialist Supervisor	32506	MS-20
Plumbing Consultant	32910	MS-28
Plumbing Inspector	32915	MS-22
Podiatrist	32960	MS-11
Police Lieutenant	32977	MS-31

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Police Officer I	32981	MS-15
Police Officer II	32982	MS-20
Police Officer III	32983	MS-24
Police Training Specialist	32990	MS-16
Polygraph Examiner I	33001	MS-20
Polygraph Examiner II	33002	MS-24
Polygraph Examiner III	33003	MS-28
Polygraph Examiner Trainee	33005	MS-12
Power Shovel Operator	33360	MS-18
Private Secretary I	34201	MS-14
Private Secretary II	34202	MS-18
Procurement Representative	34540	MS-06
Products and Standards Inspector	34603	MS-11
Products and Standards Inspector Trainee	34605	MS-09
Program Integrity Auditor I	34631	MS-14
Program Integrity Auditor II	34632	MS-21
Program Integrity Auditor Trainee	34635	MS-09
Project Designer	34725	MS-21
Property and Supply Clerk I	34791	MS-03
Property and Supply Clerk II	34792	MS-04
Property and Supply Clerk III	34793	MS-05
Property Consultant	34900	MS-12
Psychologist Associate	35626	MS-12
Psychologist I	35611	MS-16
Psychologist II	35612	MS-23
Psychologist III	35613	MS-28
Psychology Intern	35660	MS-15
Public Administration Intern	35700	MS-11
Public Aid Eligibility Assistant	35825	MS-05
Public Aid Investigator	35870	MS-21
Public Aid Investigator Trainee	35874	MS-11
Public Aid Lead Casework Specialist	35880	MS-16
Public Aid Program Quality Analyst	35890	MS-21
Public Aid Quality Control Reviewer	35892	MS-16
Public Aid Quality Control Supervisor	35900	MS-21
Public Aid Staff Development Specialist I	36071	MS-12
Public Aid Staff Development Specialist II	36072	MS-16

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NOTICE OF PROPOSED AMENDMENTS

Public Aid Staff Development Specialist III	36073	MS-22
Public Health Educator	36430	MS-21
Public Health Educator Associate	36434	MS-11
Public Health Program Specialist I	36611	MS-11
Public Health Program Specialist II	36612	MS-14
Public Health Program Specialist III	36613	MS-21
Public Health Program Specialist Trainee	36615	MS-09
Public Information Coordinator	36750	MS-19
Public Information Officer III	37003	MS-21
Public Information Officer IV	37004	MS-25
Public Safety Drug Screening Specialist	37006	MS-16
Public Safety Inspector	37007	MS-14
Public Safety Inspector Trainee	37010	MS-07
Public Service Executive	37017	MS-31
Public Service Supervisor	37016	MS-28
Race Track Maintainer I	37551	MS-10
Race Track Maintainer II	37552	MS-12
Radiologic Technologist	37500	MS-08
Radiologic Technologist Chief	37505	MS-17
Radiologic Technologist Program Coordinator	37507	MS-09
Railroad Safety Specialist I	37601	MS-21
Railroad Safety Specialist II	37602	MS-25
Railroad Safety Specialist III	37603	MS-29
Railroad Safety Specialist IV	37604	MS-32
Ranger	37725	MS-10
Real Estate Investigator	37730	MS-21
Real Estate Professions Examiner	37760	MS-28
Recreation Worker I	38001	MS-09
Recreation Worker II	38002	MS-11
Refrigeration and Air Conditioning Repairer	38119	MS-12
Registered Nurse – Advanced Practice	38135	MS-26
Registered Nurse I	38131	MS-18
Registered Nurse II	38132	MS-22
Rehabilitation Case Coordinator I	38141	MS-05
Rehabilitation Case Coordinator II	38142	MS-07
Rehabilitation Counselor	38145	MS-16
Rehabilitation Counselor Aide I	38155	MS-06

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Rehabilitation Counselor Aide II	38156	MS-08
Rehabilitation Counselor Senior	38158	MS-21
Rehabilitation Counselor Trainee	38159	MS-12
Rehabilitation Services Advisor I	38176	MS-23
Rehabilitation Workshop Instructor I	38192	MS-05
Rehabilitation Workshop Instructor II	38193	MS-09
Rehabilitation Workshop Supervisor I	38194	MS-09
Rehabilitation Workshop Supervisor II	38195	MS-11
Rehabilitation Workshop Supervisor III	38196	MS-14
Rehabilitation/Mobility Instructor	38163	MS-21
Rehabilitation/Mobility Instructor Trainee	38167	MS-12
Reimbursement Officer I	38199	MS-11
Reimbursement Officer II	38200	MS-14
Reproduction Service Supervisor I	38201	MS-10
Reproduction Service Technician I	38203	MS-03
Reproduction Service Technician II	38204	MS-06
Reproduction Service Technician III	38205	MS-08
Research Economist	38209	MS-18
Research Fellow, Option B	38211	MS-19
Research Scientist I	38231	MS-10
Research Scientist II	38232	MS-14
Research Scientist III	38233	MS-23
Resident Physician	38270	MS-15
Residential Care Program Supervisor I	38271	MS-22
Residential Care Worker	38277	MS-09
Residential Care Worker Trainee	38279	MS-05
Resource Planner I	38281	MS-16
Resource Planner II	38282	MS-21
Resource Planner III	38283	MS-28
Retirement Benefits Representative	38313	MS-09
Retirement Benefits Representative Supervisor	38314	MS-11
Retirement Benefits Representative Trainee	38316	MS-07
<u>Retirement System Benefits Technician I</u>	<u>38321</u>	<u>MS-11</u>
<u>Retirement System Benefits Technician II</u>	<u>38322</u>	<u>MS-21</u>
Retirement System Disability Specialist	38310	MS-21
Revenue Audit Supervisor	38369	MS-32
Revenue Auditor I	38371	MS-14

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NOTICE OF PROPOSED AMENDMENTS

Revenue Auditor II	38372	MS-21
Revenue Auditor III	38373	MS-28
Revenue Auditor Trainee	38375	MS-09
Revenue Collection Officer I	38401	MS-12
Revenue Collection Officer II	38402	MS-16
Revenue Collection Officer III	38403	MS-21
Revenue Collection Officer Trainee	38405	MS-09
Revenue Computer Audit Specialist	38425	MS-29
Revenue Senior Special Agent	38557	MS-29
Revenue Special Agent	38558	MS-21
Revenue Special Agent Trainee	38565	MS-11
Revenue Tax Specialist I	38571	MS-09
Revenue Tax Specialist II	38572	MS-11
Revenue Tax Specialist III	38573	MS-16
Revenue Tax Specialist Trainee	38575	MS-07
Safety Responsibility Analyst	38910	MS-09
Safety Responsibility Analyst Supervisor	38915	MS-11
School Psychologist	39200	MS-21
Security Guard I	39851	MS-13
Security Guard II	39852	MS-14
Security Officer	39870	MS-10
Security Officer Chief	39875	MS-13
Security Officer Lieutenant	39876	MS-11
Security Officer Sergeant	39877	MS-10
Security Therapy Aide I	39901	MS-10
Security Therapy Aide II	39902	MS-11
Security Therapy Aide III	39903	MS-13
Security Therapy Aide IV	39904	MS-16
Security Therapy Aide Trainee	39905	MS-06
Seed Analyst I	39951	MS-09
Seed Analyst II	39952	MS-10
Seed Analyst Trainee	39953	MS-07
Senior Ranger	40090	MS-11
Sex Offender Registration Unit Supervisor	40700	MS-33
Sex Offender Therapist I	40531	MS-16
Sex Offender Therapist II	40532	MS-21
Shift Supervisor	40800	MS-31

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NOTICE OF PROPOSED AMENDMENTS

Sign Hanger	40900	MS-16
Sign Hanger Foreman	40910	MS-18
Sign Shop Foreman	41000	MS-12
Silk Screen Operator	41020	MS-17
Site Assistant Superintendent I	41071	MS-12
Site Assistant Superintendent II	41072	MS-16
Site Interpreter	41090	MS-07
Site Interpretive Coordinator	41093	MS-10
Site Security Officer	41115	MS-06
Site Services Specialist I	41117	MS-12
Site Services Specialist II	41118	MS-16
Site Superintendent I	41211	MS-20
Site Superintendent II	41212	MS-25
Site Superintendent III	41213	MS-29
Site Technician I	41131	MS-07
Site Technician II	41132	MS-09
Small Engine Mechanic	41150	MS-10
Social Service Aide I	41281	MS-05
Social Service Aide II	41282	MS-08
Social Service Aide Trainee	41285	MS-03
Social Service Community Planner	41295	MS-08
Social Service Consultant I	41301	MS-19
Social Service Consultant II	41302	MS-21
Social Service Program Planner I	41311	MS-12
Social Service Program Planner II	41312	MS-16
Social Service Program Planner III	41313	MS-23
Social Service Program Planner IV	41314	MS-28
Social Services Career Trainee	41320	MS-09
Social Worker I	41411	MS-16
Social Worker II	41412	MS-21
Social Worker III	41413	MS-23
Social Worker IV	41414	MS-28
Social Worker Intern	41430	MS-15
Special Education Resources Coordinator	41680	MS-26
Staff Development Specialist I	41771	MS-19
Staff Development Technician I	41781	MS-09
Staff Development Technician II	41782	MS-12

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Staff Pharmacist	41787	MS-31
State Mine Inspector	42230	MS-21
State Mine Inspector-At-Large	42240	MS-31
State Police Crime Information Evaluator	41801	MS-08
State Police Evidence Technician I	41901	MS-09
State Police Evidence Technician II	41902	MS-10
State Police Field Specialist I	42001	MS-19
State Police Field Specialist II	42002	MS-23
State Police Inspector	42100	MS-33
Statistical Research Specialist I	42741	MS-09
Statistical Research Specialist II	42742	MS-11
Statistical Research Specialist III	42743	MS-16
Statistical Research Supervisor	42745	MS-23
Statistical Research Technician	42748	MS-08
Storage Tank Safety Specialist	43005	MS-19
Storekeeper I	43051	MS-11
Storekeeper II	43052	MS-12
Storekeeper III	43053	MS-13
Stores Clerk	43060	MS-03
Student Intern	43190	MS-01
Student Worker	43200	MS-01
Supervising Vehicle Testing Compliance Officer	43680	MS-22
Support Service Coordinator I	44221	MS-07
Support Service Coordinator II	44222	MS-09
Support Service Lead	44225	MS-04
Support Service Worker	44238	MS-03
Switchboard Chief Operator	44410	MS-11
Switchboard Operator I	44411	MS-03
Switchboard Operator II	44412	MS-04
Switchboard Operator III	44413	MS-06
Technical Advisor Advanced Program Specialist	45256	MS-31
Technical Advisor I	45251	MS-19
Technical Advisor II	45252	MS-23
Technical Advisor III	45253	MS-29
Technical Manager I	45261	MS-18
Telecommunications Specialist	45295	MS-12
Telecommunications Supervisor	45305	MS-23

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NOTICE OF PROPOSED AMENDMENTS

Telecommunications Systems Analyst	45308	MS-16
Telecommunications Systems Technician I	45312	MS-07
Telecommunications Systems Technician II	45313	MS-10
Telecommunications Systems Technician Trainee	45314	MS-05
Telecommunicator	45321	MS-09
Telecommunicator – Command Center	45316	MS-10
Telecommunicator Call Taker	45322	MS-11
Telecommunicator Lead Call Taker	45323	MS-14
Telecommunicator Lead Specialist	45327	MS-16
Telecommunicator Lead Worker	45324	MS-11
Telecommunicator Lead Worker – Command Center	45318	MS-12
Telecommunicator Specialist	45326	MS-12
Telecommunicator Trainee	45325	MS-07
Terrorism Research Specialist I	45371	MS-19
Terrorism Research Specialist II	45372	MS-23
Terrorism Research Specialist III	45373	MS-28
Terrorism Research Specialist Trainee	45375	MS-11
Transportation Officer	45830	MS-11
Truck Weighing Inspector	46100	MS-10
Unemployment Insurance Adjudicator I	47001	MS-08
Unemployment Insurance Adjudicator II	47002	MS-10
Unemployment Insurance Adjudicator III	47003	MS-12
Unemployment Insurance Revenue Analyst I	47081	MS-12
Unemployment Insurance Revenue Analyst II	47082	MS-16
Unemployment Insurance Revenue Specialist	47087	MS-10
Unemployment Insurance Special Agent	47096	MS-19
Utility Engineer I	47451	MS-20
Utility Engineer II	47452	MS-24
Vehicle Compliance Inspector	47570	MS-15
Vehicle Emission Compliance Inspector	47580	MS-10
Vehicle Emission Compliance Supervisor	47583	MS-12
Vehicle Emission Quality Assurance Auditor	47584	MS-10
Vehicle Permit Evaluator	47585	MS-08
<u>Veterans Educational Specialist</u>	<u>47686</u>	<u>MS-26</u>
Veterans Educational Specialist I	47681	MS-12
Veterans Educational Specialist II	47682	MS-16
Veterans Educational Specialist III	47683	MS-25

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Veterans Employment Representative I	47701	MS-11
Veterans Employment Representative II	47702	MS-14
Veterans Nursing Assistant – Certified	47750	MS-05
Veterans Service Officer	47800	MS-11
Veterans Service Officer Associate	47804	MS-10
Veterinarian I	47901	MS-19
Veterinarian II	47902	MS-23
Veterinarian III	47903	MS-25
Veterinary Consumer Safety Officer	47911	MS-20
Veterinary Pathologist	47916	MS-29
Veterinary Supervisor I	47917	MS-25
Veterinary Supervisor II	47918	MS-26
Vision/Hearing Consultant I	47941	MS-14
Vision/Hearing Consultant II	47942	MS-23
Vision/Hearing Consultant III	47943	MS-25
Vital Records Quality Control Inspector	48000	MS-10
Vocational Instructor	48200	MS-09
Volunteer Services Coordinator I	48481	MS-10
Volunteer Services Coordinator II	48482	MS-14
Volunteer Services Coordinator III	48483	MS-19
Wage Claims Specialist	48770	MS-06
Warehouse Claims Specialist	48780	MS-22
Warehouse Examiner	48881	MS-13
Warehouse Examiner Specialist	48882	MS-18
Warehouse Examiner Supervisor	48786	MS-20
Waterways Construction Supervisor I	49061	MS-14
Waterways Construction Supervisor II	49062	MS-19
Weatherization Specialist I	49101	MS-11
Weatherization Specialist II	49102	MS-16
Weatherization Specialist III	49103	MS-23
Weatherization Specialist Trainee	49105	MS-09
Well Inspector I	49421	MS-11
Well Inspector II	49422	MS-18
Well Inspector Specialist	49424	MS-24
Well Inspector Trainee	49425	MS-09
Workers Compensation Insurance Compliance Investigator	49640	MS-23

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NOTE: Effective January 1, 2008, the merit compensation grade 12 in the Personnel Code [20 ILCS 415/8b.18(a) and (b) and 8b.19(a) and (b)] that formerly was indicated by MC-12 is MS-32.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF PROPOSED AMENDMENTS

Section 310.APPENDIX A Negotiated Rates of Pay**Section 310.TABLE W RC-062 (Technical Employees, AFSCME)**

Title	Title Code	Bargaining Unit	Pay Grade
Accountant	00130	RC-062	14
Accountant Advanced	00133	RC-062	16
Accountant Supervisor	00135	RC-062	18
Accounting and Fiscal Administration Career Trainee	00140	RC-062	12
Activity Therapist	00157	RC-062	15
Activity Therapist Coordinator	00160	RC-062	17
Activity Therapist Supervisor	00163	RC-062	20
Actuarial Assistant	00187	RC-062	16
Actuarial Examiner	00195	RC-062	16
Actuarial Examiner Trainee	00196	RC-062	13
Actuarial Senior Examiner	00197	RC-062	19
Actuary I	00201	RC-062	20
Actuary II	00202	RC-062	24
Agricultural Market News Assistant	00804	RC-062	12
Agricultural Marketing Reporter	00807	RC-062	18
Agricultural Marketing Representative	00810	RC-062	18
Agriculture Land and Water Resource Specialist I	00831	RC-062	14
Agriculture Land and Water Resource Specialist II	00832	RC-062	17
Agriculture Land and Water Resource Specialist III	00833	RC-062	20
Aircraft Pilot I	00955	RC-062	19
Aircraft Pilot II	00956	RC-062	22
Aircraft Pilot II – Dual Rating	00957	RC-062	23
Amusement Ride Safety Inspector	01061	RC-062	16
Appraisal Specialist I	01251	RC-062	14
Appraisal Specialist II	01252	RC-062	16
Appraisal Specialist III	01253	RC-062	18
Arts Council Associate	01523	RC-062	12
Arts Council Program Coordinator	01526	RC-062	18
Arts Council Program Representative	01527	RC-062	15
Assignment Coordinator	01530	RC-062	20
Bank Examiner I	04131	RC-062	16
Bank Examiner II	04132	RC-062	19
Bank Examiner III	04133	RC-062	22

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Behavioral Analyst Associate	04355	RC-062	15
Behavioral Analyst I	04351	RC-062	17
Behavioral Analyst II	04352	RC-062	19
Business Administrative Specialist	05810	RC-062	16
Business Manager	05815	RC-062	18
Buyer	05900	RC-062	18
Cancer Registrar I	05951	RC-062	14
Cancer Registrar II	05952	RC-062	16
Cancer Registrar III	05953	RC-062	20
Cancer Registrar Assistant Manager	05954	RC-062	22
Cancer Registrar Manager	05955	RC-062	24
Capital Development Board Account Technician	06515	RC-062	11
Capital Development Board Art in Architecture Technician	06533	RC-062	12
Capital Development Board Construction Support Analyst	06520	RC-062	11
Capital Development Board Project Technician	06530	RC-062	12
Chemist I	06941	RC-062	16
Chemist II	06942	RC-062	19
Chemist III	06943	RC-062	21
Child Protection Advanced Specialist	07161	RC-062	19
Child Protection Associate Specialist	07162	RC-062	16
Child Protection Specialist	07163	RC-062	18
Child Support Specialist I	07198	RC-062	16
Child Support Specialist II	07199	RC-062	17
Child Support Specialist Trainee	07200	RC-062	12
Child Welfare Associate Specialist	07216	RC-062	16
Child Welfare Staff Development Coordinator IV	07204	RC-062	22
Children and Family Service Intern – Option I	07241	RC-062	12
Children and Family Service Intern – Option II	07242	RC-062	15
Clinical Laboratory Technologist I	08220	RC-062	18
Clinical Laboratory Technologist II	08221	RC-062	19
Clinical Laboratory Technologist Trainee	08229	RC-062	14
Communications Systems Specialist	08860	RC-062	23
Community Management Specialist I	08891	RC-062	15
Community Management Specialist II	08892	RC-062	17
Community Management Specialist III	08893	RC-062	19
Community Planner I	08901	RC-062	15
Community Planner II	08902	RC-062	17
Community Planner III	08903	RC-062	19
Conservation Education Representative	09300	RC-062	12

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Conservation Grant Administrator I	09311	RC-062	18
Conservation Grant Administrator II	09312	RC-062	20
Conservation Grant Administrator III	09313	RC-062	22
Construction Program Assistant	09525	RC-062	12
Correctional Counselor I	09661	RC-062	15
Correctional Counselor II	09662	RC-062	17
Correctional Counselor III	09663	RC-062	19
Corrections Apprehension Specialist	09750	RC-062	19
Corrections Industries Marketing Representative	09803	RC-062	17
Corrections Law Library Assistant	09819	RC-062	14
Corrections Leisure Activities Specialist I	09811	RC-062	15
Corrections Leisure Activities Specialist II	09812	RC-062	17
Corrections Leisure Activities Specialist III	09813	RC-062	19
Corrections Parole Agent	09842	RC-062	17
Corrections Senior Parole Agent	09844	RC-062	19
Criminal Intelligence Analyst I	10161	RC-062	18
Criminal Intelligence Analyst II	10162	RC-062	20
Criminal Intelligence Analyst Specialist	10165	RC-062	22
Criminal Justice Specialist I	10231	RC-062	16
Criminal Justice Specialist II	10232	RC-062	20
Criminal Justice Specialist Trainee	10236	RC-062	13
Curator of the Lincoln Collection	10750	RC-062	16
Data Processing Supervisor I	11435	RC-062	11
Data Processing Supervisor II	11436	RC-062	14
Data Processing Supervisor III	11437	RC-062	18
Day Care Licensing Representative I	11471	RC-062	16
Developmental Disabilities Council Program Planner I	12361	RC-062	12
Developmental Disabilities Council Program Planner II	12362	RC-062	16
Developmental Disabilities Council Program Planner III	12363	RC-062	18
Dietary Manager I	12501	RC-062	16
Dietary Manager II	12502	RC-062	18
Dietitian	12510	RC-062	15
Disability Appeals Officer	12530	RC-062	22
Disability Claims Adjudicator I	12537	RC-062	16
Disability Claims Adjudicator II	12538	RC-062	18
Disability Claims Adjudicator Trainee	12539	RC-062	13
Disability Claims Analyst	12540	RC-062	21
Disability Claims Specialist	12558	RC-062	19
Disability Rights Manager	12560	RC-062	19

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Disaster Services Planner	12585	RC-062	19
Document Examiner	12640	RC-062	22
Economic Development Representative I	12931	RC-062	17
Economic Development Representative II	12932	RC-062	19
Educational Diagnostician	12965	RC-062	12
Employee Benefits Specialist	13556	RC-062	16
Employment Security Field Office Supervisor	13600	RC-062	20
Employment Security Manpower Representative I	13621	RC-062	12
Employment Security Manpower Representative II	13622	RC-062	14
Employment Security Program Representative	13650	RC-062	14
Employment Security Program Representative – Intermittent	13651	RC-062	14H
Employment Security Service Representative	13667	RC-062	16
Employment Security Service Representative (Intermittent)	13667	RC-062	16H
Employment Security Specialist I	13671	RC-062	14
Employment Security Specialist II	13672	RC-062	16
Employment Security Specialist III	13673	RC-062	19
Employment Security Tax Auditor I	13681	RC-062	17
Employment Security Tax Auditor II	13682	RC-062	19
Energy and Natural Resources Specialist I	13711	RC-062	15
Energy and Natural Resources Specialist II	13712	RC-062	17
Energy and Natural Resources Specialist III	13713	RC-062	19
Energy and Natural Resources Specialist Trainee	13715	RC-062	12
Engineering Technician IV (Department of Public Health)	13734	RC-062	18
Environmental Health Specialist I	13768	RC-062	14
Environmental Health Specialist II	13769	RC-062	16
Environmental Health Specialist III	13770	RC-062	18
Environmental Protection Associate	13785	RC-062	12
Environmental Protection Specialist I	13821	RC-062	14
Environmental Protection Specialist II	13822	RC-062	16
Environmental Protection Specialist III	13823	RC-062	18
Environmental Protection Specialist IV	13824	RC-062	22
Equal Pay Specialist	13837	RC-062	17
Executive I	13851	RC-062	18
Executive II	13852	RC-062	20
Financial Institutions Examiner I	14971	RC-062	16
Financial Institutions Examiner II	14972	RC-062	19
Financial Institutions Examiner III	14973	RC-062	22
Financial Institutions Examiner Trainee	14978	RC-062	13
Firearms Eligibility Analyst I	15371	RC-062	13

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF PROPOSED AMENDMENTS

Firearms Eligibility Analyst II	15372	RC-062	16
Firearms Eligibility Analyst Trainee	15375	RC-062	11
Fire Protection Specialist I	15351	RC-062	16
Flight Safety Coordinator	15640	RC-062	22
Forensic Scientist I	15891	RC-062	18
Forensic Scientist II	15892	RC-062	20
Forensic Scientist III	15893	RC-062	22
Forensic Scientist Trainee	15897	RC-062	15
Gaming Licensing Analyst	17171	RC-062	15
Gaming Licensing Specialist	17172	RC-062	17
Gaming Operations Supervisor	17181	RC-062	26
Gaming Senior Special Agent	17191	RC-062	23
Gaming Shift Supervisor	17187	RC-062	24
Gaming Special Agent	17192	RC-062	19
Gaming Special Agent Trainee	17195	RC-062	14
Gaming Unit Supervisor	17201	RC-062	26
Guardianship Representative	17710	RC-062	17
Habilitation Program Coordinator	17960	RC-062	17
Handicapped Services Representative I	17981	RC-062	11
Health Facilities Surveyor I	18011	RC-062	16
Health Facilities Surveyor II	18012	RC-062	19
Health Facilities Surveyor III	18013	RC-062	20
Health Information Administrator	18041	RC-062	15
Health Services Investigator I – Opt. A	18181	RC-062	19
Health Services Investigator II – Opt. A	18185	RC-062	22
Health Services Investigator II – Opt. C	18187	RC-062	25
<u>Historical Actor (Abraham Lincoln Presidential Library and Museum)</u>	<u>18977</u>	<u>RC-062</u>	<u>16</u>
Historical Documents Conservator I	18981	RC-062	13
Historical Exhibits Designer	18985	RC-062	15
Historical Research Editor II	19002	RC-062	14
Human Relations Representative	19670	RC-062	16
Human Resources Representative	19692	RC-062	17
Human Resources Specialist	19693	RC-062	20
Human Rights Investigator I	19774	RC-062	16
Human Rights Investigator II	19775	RC-062	18
Human Rights Investigator III	19776	RC-062	19
Human Rights Investigator Trainee	19768	RC-062	12
Human Rights Mediator	19771	RC-062	17

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Human Rights Specialist I	19778	RC-062	14
Human Rights Specialist II	19779	RC-062	16
Human Rights Specialist III	19780	RC-062	18
Human Services Casework Manager	19788	RC-062	20
Human Services Caseworker	19785	RC-062	16
Human Services Grants Coordinator I	19791	RC-062	14
Human Services Grants Coordinator II	19792	RC-062	17
Human Services Grants Coordinator III	19793	RC-062	20
Human Services Grants Coordinator Trainee	19796	RC-062	12
Human Services Sign Language Interpreter	19810	RC-062	16
Iconographer	19880	RC-062	12
Industrial and Community Development Representative I	21051	RC-062	17
Industrial and Community Development Representative II	21052	RC-062	19
Industrial Services Consultant I	21121	RC-062	14
Industrial Services Consultant II	21122	RC-062	16
Industrial Services Consultant Trainee	21125	RC-062	11
Industrial Services Hygienist	21127	RC-062	19
Industrial Services Hygienist Technician	21130	RC-062	16
Industrial Services Hygienist Trainee	21133	RC-062	12
Information Technology/Communication Systems Specialist I	21216	RC-062	19
Information Technology/Communication Systems Specialist II	21217	RC-062	24
Instrument Designer	21500	RC-062	18
Insurance Analyst III	21563	RC-062	14
Insurance Analyst IV	21564	RC-062	16
Insurance Company Claims Examiner II	21602	RC-062	19
Insurance Company Field Staff Examiner	21608	RC-062	16
Insurance Company Financial Examiner Trainee	21610	RC-062	13
Insurance Financial Specialist, Department of Insurance	21613	RC-062	20
Insurance Performance Examiner I	21671	RC-062	14
Insurance Performance Examiner II	21672	RC-062	17
Insurance Performance Examiner III	21673	RC-062	20
Intermittent Unemployment Insurance Representative	21689	RC-062	12H
Internal Auditor I	21721	RC-062	17
Internal Auditor II	21727	RC-062	20
Internal Auditor Trainee	21726	RC-062	13
Internal Security Investigator I, not Department of Corrections	21731	RC-062	18
Internal Security Investigator II, not Department of Corrections	21732	RC-062	21

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International Marketing Representative I, Department of Agriculture	21761	RC-062	14
Juvenile Justice Youth and Family Specialist, Option 1	21991	RC-062	18
Juvenile Justice Youth and Family Specialist, Option 2	21992	RC-062	20
KidCare Supervisor	22003	RC-062	20
Labor Conciliator	22750	RC-062	20
Laboratory Equipment Specialist	22990	RC-062	18
Laboratory Quality Specialist I	23021	RC-062	19
Laboratory Quality Specialist II	23022	RC-062	21
Laboratory Research Specialist I	23027	RC-062	19
Laboratory Research Specialist II	23028	RC-062	21
Land Acquisition Agent I	23091	RC-062	15
Land Acquisition Agent II	23092	RC-062	18
Land Acquisition Agent III	23093	RC-062	21
Land Reclamation Specialist I	23131	RC-062	14
Land Reclamation Specialist II	23132	RC-062	17
Liability Claims Adjuster I	23371	RC-062	14
Liability Claims Adjuster II	23372	RC-062	18
Library Associate	23430	RC-062	12
Life Sciences Career Trainee	23600	RC-062	12
Local Historical Services Representative	24000	RC-062	17
Local Housing Advisor I	24031	RC-062	14
Local Housing Advisor II	24032	RC-062	16
Local Housing Advisor III	24033	RC-062	18
Local Revenue and Fiscal Advisor I	24101	RC-062	15
Local Revenue and Fiscal Advisor II	24102	RC-062	17
Local Revenue and Fiscal Advisor III	24103	RC-062	19
Lottery Regional Coordinator	24504	RC-062	19
Lottery Sales Representative	24515	RC-062	16
Management Operations Analyst I	25541	RC-062	18
Management Operations Analyst II	25542	RC-062	20
Manpower Planner I	25591	RC-062	14
Manpower Planner II	25592	RC-062	17
Manpower Planner III	25593	RC-062	20
Manpower Planner Trainee	25597	RC-062	12
Medical Assistance Consultant I	26501	RC-062	13
Medical Assistance Consultant II	26502	RC-062	16
Medical Assistance Consultant III	26503	RC-062	19
Mental Health Administrator I	26811	RC-062	18

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Mental Health Administrator II	26812	RC-062	20
Mental Health Administrator Trainee	26817	RC-062	16
Mental Health Recovery Support Specialist I	26921	RC-062	17
Mental Health Recovery Support Specialist II	26922	RC-062	18
Mental Health Specialist I	26924	RC-062	12
Mental Health Specialist II	26925	RC-062	14
Mental Health Specialist III	26926	RC-062	16
Mental Health Specialist Trainee	26928	RC-062	11
Meteorologist	27120	RC-062	18
Methods and Procedures Advisor I	27131	RC-062	14
Methods and Procedures Advisor II	27132	RC-062	16
Methods and Procedures Advisor III	27133	RC-062	20
Methods and Procedures Career Associate I	27135	RC-062	11
Methods and Procedures Career Associate II	27136	RC-062	12
Methods and Procedures Career Associate Trainee	27137	RC-062	09
Metrologist Associate	27146	RC-062	15
Microbiologist I	27151	RC-062	16
Microbiologist II	27152	RC-062	19
Museum Theater Systems Technician (Abraham Lincoln Presidential Library and Museum)	28700	RC-062	15
Natural Resources Advanced Specialist	28833	RC-062	20
Natural Resources Coordinator	28831	RC-062	15
Natural Resources Specialist	28832	RC-062	18
Oral Health Consultant	30317	RC-062	18
Paralegal Assistant	30860	RC-062	14
Pension and Death Benefits Technician I	30961	RC-062	12
Pension and Death Benefits Technician II	30962	RC-062	19
Plumbing Consultant (Department of Public Health)	32910	RC-062	22
Police Training Specialist	32990	RC-062	17
Private Secretary I	34201	RC-062	16
Program Integrity Auditor I	34631	RC-062	16
Program Integrity Auditor II	34632	RC-062	19
Program Integrity Auditor Trainee	34635	RC-062	12
Property Consultant	34900	RC-062	15
Public Aid Investigator	35870	RC-062	19
Public Aid Investigator Trainee	35874	RC-062	14
Public Aid Lead Casework Specialist	35880	RC-062	17
Public Aid Program Quality Analyst	35890	RC-062	19
Public Aid Quality Control Reviewer	35892	RC-062	17

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Public Aid Quality Control Supervisor	35900	RC-062	19
Public Aid Staff Development Specialist I	36071	RC-062	15
Public Aid Staff Development Specialist II	36072	RC-062	17
Public Health Educator Associate	36434	RC-062	14
Public Health Program Specialist I	36611	RC-062	14
Public Health Program Specialist II	36612	RC-062	16
Public Health Program Specialist III	36613	RC-062	19
Public Health Program Specialist Trainee	36615	RC-062	12
Public Information Coordinator	36750	RC-062	18
Public Information Officer III	37003	RC-062	19
Public Information Officer IV	37004	RC-062	21
Public Safety Drug Screening Specialist	37006	RC-062	17
Public Safety Inspector	37007	RC-062	16
Public Safety Inspector Trainee	37010	RC-062	10
Public Service Administrator, Option 8Z	37015	RC-062	19
Public Service Administrator, Options 2, 6, 7 Gaming Board and Departments of Healthcare and Family Services and Revenue, 8C, 9A and 9B	37015	RC-062	24
Public Service Administrator, Options 8B and 8Y	37015	RC-062	23
Railroad Safety Specialist I	37601	RC-062	19
Railroad Safety Specialist II	37602	RC-062	21
Railroad Safety Specialist III	37603	RC-062	23
Railroad Safety Specialist IV	37604	RC-062	25
Real Estate Investigator	37730	RC-062	19
Real Estate Professions Examiner	37760	RC-062	22
Recreation Worker I	38001	RC-062	12
Recreation Worker II	38002	RC-062	14
Rehabilitation Counselor	38145	RC-062	17
Rehabilitation Counselor Senior	38158	RC-062	19
Rehabilitation Counselor Trainee	38159	RC-062	15
Rehabilitation Services Advisor I	38176	RC-062	20
Rehabilitation Workshop Supervisor I	38194	RC-062	12
Rehabilitation Workshop Supervisor II	38195	RC-062	14
Rehabilitation Workshop Supervisor III	38196	RC-062	16
Reimbursement Officer I	38199	RC-062	14
Reimbursement Officer II	38200	RC-062	16
Research Economist	38209	RC-062	18
Research Scientist I	38231	RC-062	13
Research Scientist II	38232	RC-062	16

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Research Scientist III	38233	RC-062	20
Residential Services Supervisor	38280	RC-062	15
Resource Planner I	38281	RC-062	17
Resource Planner II	38282	RC-062	19
Resource Planner III	38283	RC-062	22
Retirement Benefits Representative (State Retirement Systems)	38313	RC-062	12
Retirement Benefits Representative Supervisor (State Retirement Systems)	38314	RC-062	14
Retirement Benefits Representative Trainee (State Retirement Systems)	38316	RC-062	10
Retirement System Disability Specialist	38310	RC-062	19
Revenue Audit Supervisor	38369	RC-062	25
Revenue Audit Supervisor (states other than IL and not assigned to RC-062-29 – Hired prior to April 1, 2013)	38369	RC-062	27
Revenue Audit Supervisor (See contract – Hired prior to April 1, 2013)	38369	RC-062	29
Revenue Auditor I	38371	RC-062	16
Revenue Auditor I (states other than IL and not assigned to RC-062-21 – Hired prior to April 1, 2013)	38371	RC-062	19
Revenue Auditor I (See contract – Hired prior to April 1, 2013)	38371	RC-062	21
Revenue Auditor II	38372	RC-062	19
Revenue Auditor II (states other than IL and not assigned to RC-062-24 – Hired prior to April 1, 2013)	38372	RC-062	22
Revenue Auditor II (See contract – Hired prior to April 1, 2013)	38372	RC-062	24
Revenue Auditor III	38373	RC-062	22
Revenue Auditor III (states other than IL and not assigned to RC-062-26 – Hired prior to April 1, 2013)	38373	RC-062	24
Revenue Auditor III (See contract – Hired prior to April 1, 2013)	38373	RC-062	26
Revenue Auditor Trainee	38375	RC-062	12
Revenue Auditor Trainee (states other than IL and not assigned to RC-062-15 – Hired prior to April 1, 2013)	38375	RC-062	13
Revenue Auditor Trainee (See contract – Hired prior to April 1, 2013)	38375	RC-062	15
Revenue Collection Officer I	38401	RC-062	15
Revenue Collection Officer II	38402	RC-062	17

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Revenue Collection Officer III	38403	RC-062	19
Revenue Collection Officer Trainee	38405	RC-062	12
Revenue Computer Audit Specialist	38425	RC-062	23
Revenue Computer Audit Specialist (states other than IL and not assigned to RC-062-27 – Hired prior to April 1, 2013)	38425	RC-062	25
Revenue Computer Audit Specialist (See contract – Hired prior to April 1, 2013)	38425	RC-062	27
Revenue Senior Special Agent	38557	RC-062	23
Revenue Special Agent	38558	RC-062	19
Revenue Special Agent Trainee	38565	RC-062	14
Revenue Tax Specialist I	38571	RC-062	12
Revenue Tax Specialist II (IL)	38572	RC-062	14
Revenue Tax Specialist II (states other than IL, CA or NJ)	38572	RC-062	17
Revenue Tax Specialist II (CA or NJ)	38572	RC-062	19
Revenue Tax Specialist III	38573	RC-062	17
Revenue Tax Specialist Trainee	38575	RC-062	10
Sex Offender Therapist I	40531	RC-062	17
Sex Offender Therapist II	40532	RC-062	19
Site Assistant Superintendent I	41071	RC-062	15
Site Assistant Superintendent II	41072	RC-062	17
Site Interpretive Coordinator	41093	RC-062	13
Site Services Specialist I	41117	RC-062	15
Site Services Specialist II	41118	RC-062	17
Social Service Consultant I	41301	RC-062	18
Social Service Consultant II	41302	RC-062	19
Social Service Program Planner I	41311	RC-062	15
Social Service Program Planner II	41312	RC-062	17
Social Service Program Planner III	41313	RC-062	20
Social Service Program Planner IV	41314	RC-062	22
Social Services Career Trainee	41320	RC-062	12
Social Worker I	41411	RC-062	17
Staff Development Specialist I	41771	RC-062	18
Staff Development Technician I	41781	RC-062	12
Staff Development Technician II	41782	RC-062	15
State Mine Inspector	42230	RC-062	19
State Mine Inspector-at-Large	42240	RC-062	21
State Police Field Specialist I	42001	RC-062	18
State Police Field Specialist II	42002	RC-062	20
Statistical Research Specialist I	42741	RC-062	12

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Statistical Research Specialist II	42742	RC-062	14
Statistical Research Specialist III	42743	RC-062	17
Storage Tank Safety Specialist	43005	RC-062	18
Telecommunications Specialist	45295	RC-062	15
Telecommunications Systems Analyst	45308	RC-062	17
Telecommunications Systems Technician I	45312	RC-062	10
Telecommunications Systems Technician II	45313	RC-062	13
Terrorism Research Specialist I	45371	RC-062	18
Terrorism Research Specialist II	45372	RC-062	20
Terrorism Research Specialist III	45373	RC-062	22
Terrorism Research Specialist Trainee	45375	RC-062	14
Unemployment Insurance Adjudicator I	47001	RC-062	11
Unemployment Insurance Adjudicator II	47002	RC-062	13
Unemployment Insurance Adjudicator III	47003	RC-062	15
Unemployment Insurance Revenue Analyst I	47081	RC-062	15
Unemployment Insurance Revenue Analyst II	47082	RC-062	17
Unemployment Insurance Revenue Specialist	47087	RC-062	13
Unemployment Insurance Special Agent	47096	RC-062	18
Vehicle Emission Compliance Supervisor, Environmental Protection Agency	47583	RC-062	15
Veterans Educational Specialist I	47681	RC-062	15
Veterans Educational Specialist II	47682	RC-062	17
Veterans Educational Specialist III	47683	RC-062	21
Veterans Employment Representative I	47701	RC-062	14
Veterans Employment Representative II	47702	RC-062	16
Volunteer Services Coordinator I	48481	RC-062	13
Volunteer Services Coordinator II	48482	RC-062	16
Volunteer Services Coordinator III	48483	RC-062	18
Wage Claims Specialist	48770	RC-062	09
Weatherization Specialist I	49101	RC-062	14
Weatherization Specialist II	49102	RC-062	17
Weatherization Specialist III	49103	RC-062	20
Weatherization Specialist Trainee	49105	RC-062	12
Workers Compensation Insurance Compliance Investigator	49640	RC-062	20

NOTES:

Sub-Steps – Step 1a, 1b, and 1c shall be implemented for all employees hired on or after May 20, 2013, with a 3% step differential. Effective July 1, 2019, Step 1a,

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1b, and 1c shall be increased by \$25 per month, with subsequent \$25 per month increases effective July 1, 2020 and July 1, 2021.

General Increases – Pay rates for all bargaining unit classifications and steps shall be increased by the specified percentage amounts effective on the following dates: January 1, 2020, 1.50%; July 1, 2020, 2.10%; July 1, 2021, 3.95%; July 1, 2022, 3.95%. Pay rates for each step and their effective dates are listed in the rate tables in this Section.

Longevity Pay – Effective January 1, 2002, the Step 8 rate shall be increased by \$25 per month for those employees who attain 10 years of continuous service and have three or more years of creditable service on Step 7 in the same or higher pay grade on or before January 1, 2002. For those employees who attain 15 years of continuous service and have three or more years of creditable service on Step 7 in the same or higher pay grade on or before January 1, 2002, the Step 8 rate shall be increased by \$50 per month. For employees not eligible for longevity pay on or before January 1, 2002, the Step 8 rate shall be increased by \$25 per month for those employees who attain 10 years of continuous service and have three or more years of creditable service on Step 8 in the same or higher pay grade. For those employees who attain 15 years of continuous service and have three or more years of creditable service on Step 8 in the same or higher pay grade, the Step 8 rate shall be increased by \$50 per month. Effective July 1, 2010, the Step 8 rate shall be increased by \$50 per month for those employees who attain 10 years of continuous service and have three or more years of creditable service on Step 8 in the same or higher pay grade on or before July 1, 2010. For those employees who attain 15 years of continuous service and have three or more years of creditable service on Step 8 in the same or higher pay grade on or before July 1, 2010, the Step 8 rate shall be increased by \$75 per month. Effective July 1, 2013, the Step 8 rate shall be increased by \$25 per month to \$75 a month for those employees who attain 10 years of continuous service and have three or more years of creditable service on Step 8 in the same or higher pay grade on or before July 1, 2013. For those employees who attain 15 years of continuous service and have three or more years of creditable service on Step 8 in the same or higher pay grade on or before July 1, 2013, the Step 8 rate shall be increased by \$25 per month to \$100 a month. Employees whose salaries are red-circled above the maximum Step rate continue to receive all applicable general increases and any other adjustments (except the longevity pay) provided for in an applicable collective bargaining agreement. For these employees, the longevity pay shall be limited to the amount that would increase the employee's salary to the amount that is equal to that of an employee on

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the maximum Step rate with the same number of years of continuous and creditable service. Employees receiving the longevity pay shall continue to receive the longevity pay as long as they remain in the same or successor classification as a result of a reclassification or reevaluation. Employees who are eligible for the increase provided for longevity pay on or before January 1, 2002, shall continue to receive longevity pay after being placed on Step 8 while they remain in the same or lower pay grade.

Effective July 1, 2021
Bargaining Unit: RC-062

Pay Grade	Pay Plan Code	S T E P S										
		<u>1c</u>	<u>1b</u>	<u>1a</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
9	B	3339	3446	3554	3584	3694	3812	3931	4056	4177	4375	4549
9	Q	3473	3583	3695	3730	3844	3967	4089	4223	4349	4556	4741
9	S	3542	3655	3770	3806	3923	4049	4174	4308	4435	4644	4831
10	B	3443	3554	3665	3698	3834	3947	4078	4207	4336	4557	4742
10	Q	3579	3695	3810	3848	3989	4108	4248	4381	4519	4759	4949
10	S	3652	3770	3887	3927	4068	4191	4331	4464	4610	4848	5041
11	B	3569	3684	3797	3835	3965	4094	4242	4381	4518	4757	4947
11	Q	3709	3829	3947	3991	4133	4266	4419	4568	4711	4966	5163
11	S	3780	3902	4024	4070	4212	4348	4504	4653	4800	5054	5256
12	B	3709	3829	3947	3991	4137	4271	4432	4577	4745	5000	5199
12	Q	3857	3983	4106	4154	4307	4449	4620	4779	4950	5220	5430
12	S	3931	4057	4186	4235	4389	4533	4709	4869	5043	5314	5528
12H	B	22.82	23.56	24.29	24.56	25.46	26.28	27.27	28.17	29.20	30.77	31.99
12H	Q	23.74	24.51	25.27	25.56	26.50	27.38	28.43	29.41	30.46	32.12	33.42
12H	S	24.19	24.97	25.76	26.06	27.01	27.90	28.98	29.96	31.03	32.70	34.02

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13	B	3846	3970	4094	4140	4292	4455	4621	4790	4970	5247	5454
13	Q	4001	4131	4261	4311	4468	4646	4827	5004	5188	5482	5703
13	S	4076	4208	4340	4393	4555	4736	4920	5093	5281	5578	5801
14	B	4006	4136	4265	4317	4480	4655	4860	5036	5227	5533	5755
14	Q	4175	4309	4444	4501	4670	4864	5073	5263	5465	5782	6011
14	S	4248	4387	4523	4584	4763	4949	5163	5358	5557	5874	6106
14H	B	24.65	25.45	26.25	26.57	27.57	28.65	29.91	30.99	32.17	34.05	35.42
14H	Q	25.69	26.52	27.35	27.70	28.74	29.93	31.22	32.39	33.63	35.58	36.99
14H	S	26.14	27.00	27.83	28.21	29.31	30.46	31.77	32.97	34.20	36.15	37.58
15	B	4162	4297	4432	4490	4687	4880	5070	5275	5474	5805	6033
15	Q	4341	4481	4622	4684	4889	5093	5298	5517	5720	6060	6307
15	S	4418	4562	4705	4769	4980	5182	5391	5610	5813	6157	6402
16	B	4353	4494	4635	4699	4907	5125	5337	5560	5783	6124	6370
16	Q	4539	4687	4835	4901	5125	5360	5582	5812	6044	6403	6662
16	S	4626	4776	4923	4997	5217	5451	5676	5903	6138	6492	6752
16H	B	26.79	27.66	28.52	28.92	30.20	31.54	32.84	34.22	35.59	37.69	39.20
16H	Q	27.93	28.84	29.75	30.16	31.54	32.98	34.35	35.77	37.19	39.40	41.00
16H	S	28.47	29.39	30.30	30.75	32.10	33.54	34.93	36.33	37.77	39.95	41.55
17	B	4558	4705	4852	4923	5150	5386	5614	5842	6079	6441	6699
17	Q	4751	4905	5060	5136	5381	5629	5865	6103	6353	6731	7003
17	S	4837	4993	5150	5228	5477	5725	5962	6197	6445	6828	7100
18	B	4793	4949	5103	5181	5430	5681	5943	6183	6432	6815	7089
18	Q	5002	5164	5326	5412	5678	5942	6211	6465	6722	7126	7410
18	S	5083	5248	5414	5501	5768	6033	6306	6558	6819	7214	7506
19	B	5047	5210	5373	5458	5737	6008	6285	6553	6825	7241	7530

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19	J	5047	5210	5373	5458	5737	6008	6285	6553	6825	7241	7530
19	Q	5271	5443	5612	5706	5999	6274	6575	6847	7135	7565	7869
19	S	5358	5530	5706	5804	6094	6372	6667	6943	7230	7659	7965
20	B	5326	5500	5673	5767	6059	6339	6643	6932	7219	7658	7964
20	Q	5563	5743	5924	6028	6331	6630	6945	7243	7544	8005	8326
20	S	5650	5835	6018	6123	6425	6722	7036	7336	7637	8095	8419
21	B	5622	5804	5987	6093	6405	6714	7027	7346	7654	8131	8455
21	U	5622	5804	5987	6093	6405	6714	7027	7346	7654	8131	8455
21	Q	5870	6062	6253	6367	6693	7017	7343	7680	8001	8498	8838
21	S	5956	6151	6345	6460	6785	7107	7440	7772	8091	8591	8933
22	B	5940	6131	6324	6440	6775	7105	7442	7786	8110	8615	8960
22	Q	6201	6402	6604	6728	7081	7428	7776	8135	8478	9003	9360
22	S	6289	6496	6700	6825	7170	7522	7869	8232	8575	9098	9462
23	B	6294	6500	6705	6831	7192	7562	7920	8284	8642	9190	9558
23	Q	6577	6792	7007	7141	7520	7903	8275	8661	9035	9601	9984
23	S	6661	6878	7095	7235	7611	7997	8370	8752	9129	9695	10079
24	B	6692	6913	7130	7270	7656	8059	8444	8836	9233	9813	10204
24	J	6692	6913	7130	7270	7656	8059	8444	8836	9233	9813	10204
24	Q	6993	7220	7449	7599	8004	8420	8827	9230	9648	10255	10665
24	S	7079	7311	7541	7693	8094	8511	8916	9326	9743	10346	10760
25	B	7131	7364	7596	7749	8173	8605	9033	9462	9894	10528	10948
25	J	7131	7364	7596	7749	8173	8605	9033	9462	9894	10528	10948
25	Q	7444	7688	7930	8095	8539	8986	9443	9893	10340	11001	11442
25	S	7531	7778	8024	8190	8633	9081	9533	9982	10428	11095	11542
26	B	7601	7849	8098	8269	8722	9186	9649	10100	10553	11232	11682
26	U	7601	7849	8098	8269	8722	9186	9649	10100	10553	11232	11682

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF PROPOSED AMENDMENTS

26	Q	7967	8226	8485	8669	9137	9621	10107	10580	11052	11768	12238
26	S	8039	8301	8562	8747	9225	9714	10205	10680	11159	11884	12360
27	B	8109	8375	8641	8828	9309	9798	10294	10778	11263	11989	12471
27	J	8109	8375	8641	8828	9309	9798	10294	10778	11263	11989	12471
27	U	8109	8375	8641	8828	9309	9798	10294	10778	11263	11989	12471
27	Q	8474	8751	9028	9227	9728	10241	10764	11267	11772	12533	13035
28	B	8505	8784	9061	9262	9763	10281	10804	11310	11817	12581	13086
29	U	8924	9214	9506	9718	10248	10789	11336	11868	12400	13203	13730

Effective July 1, 2022
Bargaining Unit: RC-062

<u>Pay Grade</u>	<u>Pay Plan Code</u>	<u>STEPS</u>										
		<u>1c</u>	<u>1b</u>	<u>1a</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
9	B	3471	3582	3694	3726	3840	3963	4086	4216	4342	4548	4729
9	Q	3610	3725	3841	3877	3996	4124	4251	4390	4521	4736	4928
9	S	3682	3799	3919	3956	4078	4209	4339	4478	4610	4827	5022
10	B	3579	3694	3810	3844	3985	4103	4239	4373	4507	4737	4929
10	Q	3720	3841	3960	4000	4147	4270	4416	4554	4698	4947	5144
10	S	3796	3919	4041	4082	4229	4357	4502	4640	4792	5039	5240
11	B	3710	3830	3947	3986	4122	4256	4410	4554	4696	4945	5142
11	Q	3856	3980	4103	4149	4296	4435	4594	4748	4897	5162	5367
11	S	3929	4056	4183	4231	4378	4520	4682	4837	4990	5254	5464
12	B	3856	3980	4103	4149	4300	4440	4607	4758	4932	5198	5404
12	Q	4009	4140	4268	4318	4477	4625	4802	4968	5146	5426	5644
12	S	4086	4217	4351	4402	4562	4712	4895	5061	5242	5524	5746

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

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12H	B	23.73	24.49	25.25	25.53	26.46	27.32	28.35	29.28	30.35	31.99	33.26
12H	Q	24.67	25.48	26.26	26.57	27.55	28.46	29.55	30.57	31.67	33.39	34.73
12H	S	25.14	25.95	26.78	27.09	28.07	29.00	30.12	31.14	32.26	33.99	35.36
13	B	3998	4127	4256	4304	4462	4631	4804	4979	5166	5454	5669
13	Q	4159	4294	4429	4481	4644	4830	5018	5202	5393	5699	5928
13	S	4237	4374	4511	4567	4735	4923	5114	5294	5490	5798	6030
14	B	4164	4299	4433	4488	4657	4839	5052	5235	5433	5752	5982
14	Q	4340	4479	4620	4679	4854	5056	5273	5471	5681	6010	6248
14	S	4416	4560	4702	4765	4951	5144	5367	5570	5777	6106	6347
14H	B	25.62	26.46	27.28	27.62	28.66	29.78	31.09	32.22	33.43	35.40	36.81
14H	Q	26.71	27.56	28.43	28.79	29.87	31.11	32.45	33.67	34.96	36.98	38.45
14H	S	27.18	28.06	28.94	29.32	30.47	31.66	33.03	34.28	35.55	37.58	39.06
15	B	4326	4467	4607	4667	4872	5073	5270	5483	5690	6034	6271
15	Q	4512	4658	4805	4869	5082	5294	5507	5735	5946	6299	6556
15	S	4593	4742	4891	4957	5177	5387	5604	5832	6043	6400	6655
16	B	4525	4672	4818	4885	5101	5327	5548	5780	6011	6366	6622
16	Q	4718	4872	5026	5095	5327	5572	5802	6042	6283	6656	6925
16	S	4809	4965	5117	5194	5423	5666	5900	6136	6380	6748	7019
16H	B	27.85	28.75	29.65	30.06	31.39	32.78	34.14	35.57	36.99	39.18	40.75
16H	Q	29.03	29.98	30.93	31.35	32.78	34.29	35.70	37.18	38.66	40.96	42.62
16H	S	29.59	30.55	31.49	31.96	33.37	34.87	36.31	37.76	39.26	41.53	43.19
17	B	4738	4891	5044	5117	5353	5599	5836	6073	6319	6695	6964
17	Q	4939	5099	5260	5339	5594	5851	6097	6344	6604	6997	7280
17	S	5028	5190	5353	5435	5693	5951	6197	6442	6700	7098	7380

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

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18	B	4982	5144	5305	5386	5644	5905	6178	6427	6686	7084	7369
18	Q	5200	5368	5536	5626	5902	6177	6456	6720	6988	7407	7703
18	S	5284	5455	5628	5718	5996	6271	6555	6817	7088	7499	7802
19	B	5246	5416	5585	5674	5964	6245	6533	6812	7095	7527	7827
19	J	5246	5416	5585	5674	5964	6245	6533	6812	7095	7527	7827
19	Q	5479	5658	5834	5931	6236	6522	6835	7117	7417	7864	8180
19	S	5570	5748	5931	6033	6335	6624	6930	7217	7516	7962	8280
20	B	5536	5717	5897	5995	6298	6589	6905	7206	7504	7960	8279
20	Q	5783	5970	6158	6266	6581	6892	7219	7529	7842	8321	8655
20	S	5873	6065	6256	6365	6679	6988	7314	7626	7939	8415	8752
21	B	5844	6033	6223	6334	6658	6979	7305	7636	7956	8452	8789
21	U	5844	6033	6223	6334	6658	6979	7305	7636	7956	8452	8789
21	Q	6102	6301	6500	6618	6957	7294	7633	7983	8317	8834	9187
21	S	6191	6394	6596	6715	7053	7388	7734	8079	8411	8930	9286
22	B	6175	6373	6574	6694	7043	7386	7736	8094	8430	8955	9314
22	Q	6446	6655	6865	6994	7361	7721	8083	8456	8813	9359	9730
22	S	6537	6753	6965	7095	7453	7819	8180	8557	8914	9457	9836
23	B	6543	6757	6970	7101	7476	7861	8233	8611	8983	9553	9936
23	Q	6837	7060	7284	7423	7817	8215	8602	9003	9392	9980	10378
23	S	6924	7150	7375	7521	7912	8313	8701	9098	9490	10078	10477
24	B	6956	7186	7412	7557	7958	8377	8778	9185	9598	10201	10607
24	J	6956	7186	7412	7557	7958	8377	8778	9185	9598	10201	10607
24	Q	7269	7505	7743	7899	8320	8753	9176	9595	10029	10660	11086
24	S	7359	7600	7839	7997	8414	8847	9268	9694	10128	10755	11185
25	B	7413	7655	7896	8055	8496	8945	9390	9836	10285	10944	11380
25	J	7413	7655	7896	8055	8496	8945	9390	9836	10285	10944	11380

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF PROPOSED AMENDMENTS

25	Q	7738	7992	8243	8415	8876	9341	9816	10284	10748	11436	11894
25	S	7828	8085	8341	8514	8974	9440	9910	10376	10840	11533	11998
26	B	7901	8159	8418	8596	9067	9549	10030	10499	10970	11676	12143
26	U	7901	8159	8418	8596	9067	9549	10030	10499	10970	11676	12143
26	Q	8282	8551	8820	9011	9498	10001	10506	10998	11489	12233	12721
26	S	8357	8629	8900	9093	9589	10098	10608	11102	11600	12353	12848
27	B	8429	8706	8982	9177	9677	10185	10701	11204	11708	12463	12964
27	J	8429	8706	8982	9177	9677	10185	10701	11204	11708	12463	12964
27	U	8429	8706	8982	9177	9677	10185	10701	11204	11708	12463	12964
27	Q	8809	9097	9385	9591	10112	10646	11189	11712	12237	13028	13550
28	B	8841	9131	9419	9628	10149	10687	11231	11757	12284	13078	13603
29	U	9276	9578	9881	10102	10653	11215	11784	12337	12890	13725	14272

(Source: Amended at 46 Ill. Reg. _____, effective _____)

ILLINOIS 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) Section Numbers: Proposed Actions:
1.20 Amendment
1.95 Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.25b and 2-3.6
- 5) A Complete Description of the Subjects and Issues Involved: This proposed rulemaking supports schools, school districts, and nonpublic schools related to changes in ISBE's recognition designations. The amendments provide clarity and detail regarding changes in recognition status and appropriate due process each time a recognition level is changed. Further, the amendments will provide necessary support for schools, school districts, and nonpublic schools to ensure the health and safety of students, school personnel, and their broader communities during the COVID-19 pandemic.
- 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? Yes. Emergency amendment at 45 Ill. Reg. 14211, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15344, effective November 22, 2021, for the remainder of the 150 days.
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? No
- 10) Are there any other proposed rulemakings pending on this Part? Yes

<u>Section Numbers:</u>	<u>Proposed Actions:</u>	<u>Illinois Register Citations:</u>
1.100	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.420	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.440	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.783	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.30	Amendment	45 Ill. Reg. 8187; July 9, 2021
1.285	Amendment	45 Ill. Reg. 12250; October 8, 2021

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1.720	Amendment	45 Ill. Reg. 14061; November 12, 2021
1.781	Amendment	45 Ill. Reg. 14061; November 12, 2021
1.794	Amendment	45 Ill. Reg. 14061; November 12, 2021
1.Appendix A	Amendment	45 Ill. Reg. 14061; November 12, 2021

- 11) Statement of Statewide Policy Objectives: 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:
- Azita Kakvand
Illinois State Board of Education
555 West Monroe Street
Suite 900
Chicago, Illinois 60661
- (312) 783-2757
rules@isbe.net
- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
- B) Reporting, bookkeeping or other procedures required for compliance: None
- C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

ILLINOIS 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)
- 1.79 School Report Card
- 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

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance 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, 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
- 1.323 Teacher Evaluation Ratings During a Declared Gubernatorial Disaster
- 1.325 Teacher Remediation Plan During a Declared Gubernatorial Disaster
- 1.330 Toxic Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.421 Remote and Blended Remote Learning Days
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.423 Competency-Based High School Graduation Requirements Pilot Program
- 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 (Repealed)
- 1.443 Illinois Global Scholar Certificate
- 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 World Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

ILLINOIS STATE BOARD OF EDUCATION

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SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Emergency Medications in Schools: Epinephrine; Opioid Antagonists; Asthma Medication

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

- 1.700 Requirements for Staff Providing Professional Development
- 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 9-12 through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004 (Repealed)
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004 (Repealed)
- 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 (Repealed)
- 1.745 Assignment of Reading Teachers and Reading Specialists
- 1.750 Standards for Media Services through June 30, 2004 (Repealed)
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services

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- 1.762 Supervision of Speech-Language Pathology Assistants
1.770 Standards for Special Education Personnel
1.780 Standards for Teachers in Bilingual Education Programs
1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
1.783 Requirements for Administrators of Bilingual Education Programs
1.790 Substitute Teacher
1.792 Short-Term Substitute Teacher
1.794 Substitute Teachers; Recruiting Firms
- 1.APPENDIX A Professional Staff Educator Licensure
1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review
1.APPENDIX C Glossary of Terms (Repealed)
1.APPENDIX D State Goals for Learning and Learning Standards
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)
1.APPENDIX H Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25b, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 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].

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,

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. 3792, effective February 28, 2019; amended at 43 Ill. Reg. 10213, effective August 30, 2019; amended at 43 Ill. Reg. 10718, effective September 11, 2019; amended at 43 Ill. Reg. 13324, effective October 29, 2019; emergency amendment at 43 Ill. Reg. 14305, effective November 20, 2019, for a maximum of 150 days; emergency amendment to emergency rule at 43 Ill. Reg. 14941, effective December 4, 2019, for the remainder of the 150 days; emergency

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amendment to amended emergency rule at 44 Ill. Reg. 4085, effective February 25, 2020, for the remainder of the 150 days; amended at 44 Ill. Reg. 1929, effective January 13, 2020; amended at 44 Ill. Reg. 6377, effective April 9, 2020; emergency amendment at 44 Ill. Reg. 7971, effective April 27, 2020, for a maximum of 150 days; emergency expired September 23, 2020; emergency amendment at 44 Ill. Reg. 8382, effective May 1, 2020, for a maximum of 150 days; emergency expired September 27, 2020; amended at 44 Ill. Reg. 9961, effective May 21, 2020; emergency amendment at 44 Ill. Reg. 13498, effective July 31, 2020, for a maximum of 150 days; expired December 27, 2020; emergency amendment at 44 Ill. Reg. 16860, effective September 29, 2020, for a maximum of 150 days; emergency amendment to emergency rule at 44 Ill. Reg. 17816, effective October 23, 2020, for the remainder of the 150 days; emergency rule as amended expired February 25, 2021; amended at 45 Ill. Reg. 867, effective January 4, 2021; amended at 45 Ill. Reg. 1644, effective January 22, 2021; emergency amendment at 45 Ill. Reg. 4543, effective March 24, 2021, for a maximum of 150 days; emergency expired August 20, 2021; amended at 45 Ill. Reg. 5362, effective April 12, 2021; amended at 45 Ill. Reg. 5744, effective April 21, 2021; amended at 45 Ill. Reg. 8280, effective June 24, 2021; amended at 45 Ill. Reg. 9446, effective July 7, 2021; amended at 45 Ill. Reg. 9760, effective July 22, 2021; emergency amendment at 45 Ill. Reg. 11212, effective August 26, 2021, for a maximum of 150 days; amended at 45 Ill. Reg. 13180, effective October 8, 2021; emergency amendment at 45 Ill. Reg. 14211, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15344, effective November 22, 2021, for the remainder of the 150 days; amended at 45 Ill. Reg. 14769, effective November 10, 2021; amended at 46 Ill. Reg. _____, effective _____.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.20 Operational Requirements

- a) Districts' and schools' recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education ("State Board") pursuant to Section 2-3.25 of the School Code [105 ILCS 5] and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the Code and Section 1.100 of this Part or Section 22-60 of the Code and Section 1.110 of this Part.
 - 1) No later than September 30 of each year, each ~~school~~ district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through an electronic submission process established by the State Superintendent of Education ("State Superintendent"), except that a

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district operated pursuant to Article 34 of the Code shall submit its application directly to the State Superintendent. For the purposes of this Part, references to "regional superintendent of schools" shall be understood to include the chief administrator of the Intermediate Service Centers established in that portion of Cook County located outside of the City of Chicago. (See 105 ILCS 5/3-0.01.)

- 2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through an electronic process established by the State Superintendent of Education, the degree to which the schools in the districts for which the regional superintendent is responsible adhere to operational compliance requirements. The regional superintendent shall recommend the assignment of recognition status as applicable considering the compliance-related information supplied.
 - 3) As part of this process, the regional superintendent of schools shall periodically visit the region's ~~school~~ districts as the regional superintendent may deem necessary to ascertain the degree to which the districts' schools comply with operational requirements.
- b) Based upon the information provided by the district and the regional superintendent, or information obtained by the State Superintendent by any other means, the State Superintendent shall annually assign a recognition status for each school and for each district as a whole and may, in accordance with 105 ILCS 5/1A-4 and this Subpart, change the existing recognition status for a school or district at any time. The recognition status of each school and district, ~~which will be posted and maintained on the State Board's website at <https://www.isbe.net/Pages/Public-School-Recognition.aspx>.~~ In each case, a district the recognition status assigned shall be recognized and assigned a status of either "Fully Recognized", "On Probation", or "Recognized Pending Further Review", or, after action is taken by the State Board consistent with this Section, shall be "Nonrecognized". A district or school that is placed on "Recognized Pending Further Review" or "On Probation" status shall not, because of this change in status, lose any rights or privileges afforded by the State Board to districts and schools that are "Fully Recognized".
- 1) Each school or district that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the Code and this Part, shall be Fully Recognized fully

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recognized.

- 2) A school or district shall be immediately placed On Probation by the State Superintendent following the process outlined in Section 1.20(e) on probation if it:
 - A) exhibits deficiencies that present a health hazard or a danger to students or staff;
 - B) fails to offer required coursework;
 - C) employs personnel who lack the required qualifications and who are not in the process of attaining these qualifications;
 - D) fails or refuses to serve students according to relevant legal and/or regulatory requirements; and/or
 - E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements, including failure to correct deficiencies as required by subsection (b)(3)(B).
- 3) A school or district shall be immediately Recognized Pending Further Review by the State Superintendent~~recognized pending further review~~ if:
 - A) it exhibits any deficiencies other than those areas of noncompliance that:~~A) are not serious enough to warrant probation as delineated in subsection (b)(2); and~~
 - B) such deficiencies may be corrected prior to the end of the school year following the school year in which they were identified.
- 4) ~~A district shall be recognized pending further review whenever one or more of the district's schools are first removed from full recognition, whether recognized pending further review or placed on probation. The district shall subsequently be placed on probation if the instances of noncompliance cited for one or more schools have not been corrected within the time allowed under subsection (b)(3)(B).~~

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- c) ~~The recognition status of a district or a school may be changed to On Probation or Recognized Pending Further Review, upon written notification to the district, by the State Superintendent Board of Education at any time to reflect information confirmed during the compliance monitoring process outlined in subsection (a) or information obtained by the State Superintendent ~~or by any other means~~, subject to the district's right to appeal the status change as provided in this Section ~~means~~. Any change in status that may occur pursuant to this Section ~~during the subsequent school year~~ will be posted on the State Board's website in accordance with subsection (b) no later than 30 days after the change in status is determined.~~
- d) Districts and Schools Recognized Pending Further Review
- 1) ~~The superintendent of a district that is Recognized Pending Further Review, recognized pending further review or in which one or more schools are Recognized Pending Further Review, recognized pending further review may, within 530 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss compliance issues with State Board staff. By agreement of the parties, the conference may be conducted via videoconference or any other means ~~representatives of the State Board~~.~~
- 2e) The superintendent of a district that is Recognized Pending Further Review, or in which one or more schools are Recognized Pending Further Review, may request a hearing to appeal the change in recognition status within 10 days after the designation is issued or 10 days after the conference in subsection (d)(1), whichever date is later. The request for appeal must be submitted in writing to the State Superintendent at RecognitionAppeal@isbe.net or, if the email address becomes inaccessible or is changed, via mail to the Illinois State Board of Education at 100 N 1st Street, Springfield, IL 62777, and must set forth evidence that the district or school is in compliance with the applicable requirements that resulted in the change of recognition status. Upon receipt of the district's request, the State Superintendent shall notify the district of the date, time, and location of the hearing, which shall be held no sooner than 10 days after receipt of the request for appeal. The date of the hearing scheduled by the State Superintendent may, by mutual agreement of the parties, be rescheduled. The hearing may be conducted via videoconference or any other means. The district may be represented by an attorney throughout the appeal process.

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- A) The hearing shall be conducted by a hearing officer designated by the State Superintendent. The parties shall be notified of the appointment of the hearing officer.
- B) The hearing officer shall convene a hearing at which the district shall have the opportunity to present evidence that the district is in compliance with the applicable requirements that resulted in the change of recognition status.
- C) The hearing officer shall provide a written decision to the district within 5 days of the date of the hearing.
- 3) A district or school that is Recognized Pending Further Review shall be Fully Recognized at any time upon submission of satisfactory evidence that demonstrates the district or school is in compliance with the applicable requirements that resulted in the change of recognition status.
- e) Districts and Schools Placed On Probation
- 1) The State Superintendent shall schedule a conference with the superintendent of a district prior to placing that ~~district is placed on probation, or any of its in which one or more schools On Probation are placed on probation,~~ at which representatives of the district will discuss compliance issues with State Board staff. By agreement of the parties, the conference may be conducted via videoconference or any other ~~means representatives of the State Board.~~ Within 5 days after the date of the scheduled conference, the State Superintendent will determine if the district or school(s) will be placed On Probation and will notify the district ~~to 60 days following this effect conference, the school~~
- 2) The superintendent of a district that is placed On Probation, or in which one or more schools are placed On Probation, may request a hearing to appeal the change in recognition status of the district or such school(s) within 10 days after the designation is issued pursuant to subsection (e)(1). The request for appeal must be submitted in writing to the State Superintendent at RecognitionAppeal@isbe.net or, if the email address becomes inaccessible or is changed, via U.S. mail to the Illinois State Board of Education at 100 N 1st Street, Springfield, IL 62777, and must

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set forth evidence that the district is in compliance with the applicable requirements that resulted in the change of recognition status. Upon receipt of the district's request, the State Superintendent shall notify the district of the date, time, and location of the hearing, which shall be held no sooner than 10 days after receipt of the request for appeal. The date of the hearing scheduled by the State Superintendent may, by mutual agreement of the parties, be rescheduled. The hearing may be conducted via videoconference or any other means. The district may be represented by an attorney throughout the appeal process.

A) The hearing shall be a hearing officer designated by the State Superintendent. The parties shall be notified of the appointment of the hearing officer.

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

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

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

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

B2) If the plan is required to relate to areas of noncompliance at one or more schools, the plan shall be signed by the district superintendent and each affected principal.

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Cf) The timeline for the submission of a corrective action plan may be extended by mutual agreement of the State Superintendent or designee and the district.

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

A1) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;

B2) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and

C3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.

5g) A district or school that is On Probation shall be Fully Recognized at any time upon submission of satisfactory evidence that demonstrates the district or school is in compliance with the applicable requirements that resulted in the change of recognition status.

f) Nonrecognition of Districts

1) If a district's corrective action plan does not meet the requirements of subsection (ef), the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no approvable plan meeting the requirements of subsection (e) is received within 1560 days after the district's conference with the State Board staff, or any extended timeline pursuant to subsection (e)(3)(C), or after a decision on the appeal affirming the change in recognition status, the State Superintendent shall recommend to the State Board that the district be Nonrecognized subject to the district's right to a hearing, the status of the district, or of the affected school or schools, as set forth in subsection (f)(3) and shall

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provide notification of this recommendation to the district applicable, shall be changed to "nonrecognized".

- 2h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Superintendent shall recommend to the State Board that the status of the district, or of the affected school or schools, as applicable, shall be changed to Nonrecognized subject to the district's right to a hearing as set forth in subsection (f)(3)"nonrecognized".
- i) ~~The superintendent of a district that is nonrecognized pursuant to this Section, or in which one or more schools are nonrecognized pursuant to this Section, may request a conference with representatives of the State Board within 15 days after receipt of notification to this effect. (See Section 1.95 of this Part for procedures related to nonrecognition pursuant to Section 2-3.25f of the Code.)~~
- 1) ~~If a conference is requested by a superintendent on behalf of a nonrecognized school or district and the areas of concern are not resolved, the State Superintendent shall furnish the school board with a Notice of Opportunity for Hearing. The school board may submit an appeal by adopted board resolution within 15 days after receipt of the notice. The appeal~~
- 3) A district that has been recommended to be Nonrecognized by the State Superintendent may submit a written request for a hearing to the State Board within 30 days of being notified of the State Superintendent's recommendation for nonrecognition. If the district does not request a hearing to challenge the State Superintendent's recommendation that the district be Nonrecognized within 30 days of being notified, the State Board will make a determination on the State Superintendent's recommendation for nonrecognition of the district at a State Board meeting, and the district will be notified of the decision in writing.
- A) The request for a hearing must be formally approved by a local school board resolution.

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- B) The local school board resolution requesting the hearing must identify the specific findings with which the district disagrees. The district will be given a hearing in accordance with the State Board's rules for Contested Cases
- C) Upon submission of the local school board resolution requesting a hearing, the State Superintendent shall give written notice of the date, time and place of the hearing to the district superintendent not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested. By agreement of both parties, the hearing may be conducted via videoconference or any other means. Other Formal Hearings (23 Ill. Adm. Code 475).
- D) The hearing shall be conducted by a hearing officer designated by the State Superintendent. The parties shall be notified when a hearing officer is appointed.
- E) The district may be represented by an attorney throughout the proceedings. An attorney from the Office of the Legal Counsel to the State Board, or an attorney selected by the State Superintendent, will represent the State Superintendent.
- F) Both the district and the State Superintendent will be afforded the opportunity to file written briefs before the hearing. The district shall submit its brief to the hearing officer and a copy to the State Superintendent at the following address: Illinois State Board of Education, Office of Legal Counsel, 100 N First St., Springfield, IL 62777. The State Superintendent shall submit its brief to the hearing officer and a copy to the district superintendent or the district's attorney, if represented at the hearing by counsel.
- i) The district's brief shall be due 7 days after receipt of the notice of the appointment of the hearing officer.
- ii) The State Superintendent's brief shall be due 7 days after the State Superintendent's receipt of the district's brief.

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- G) At the time its brief is filed, either the district or the State Superintendent may request an opportunity to present witnesses and/or oral argument before the hearing officer.
- H) If requested, each party may produce witnesses at the hearing. After the completion of witness testimony, if oral argument has been requested, each party will be given at least 30 minutes for oral argument. The hearing officer may ask questions during such arguments. The district shall present its argument first followed by the argument for the State Superintendent. The district will then be allowed at least 10 minutes for a rebuttal. If neither party requests oral argument, the hearing officer may request that the parties make an oral presentation on the date scheduled for the hearing.
- I) If two or more districts request an appeal regarding the same issue(s), the appeals may be consolidated if consolidation would secure economies of time and effort, promote uniformity of decision-making by the hearing officer, and consolidation would not prejudice the rights of a party. Consolidated appeals shall be handled as provided in this subsection (f)(3)(I).
- i) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief and may request oral argument.
- ii) All districts whose appeals are consolidated will be given an opportunity to produce witnesses and a collective total of at least 40 minutes for oral argument, and the districts may reserve at least 10 of their 40 minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.
- iii) The State Superintendent shall submit one brief in response to the issue(s) subject to the consolidated appeal and shall have at least 30 minutes for oral argument.
- J) During the hearing, the hearing officer shall consider only those issues raised in the written briefs, witness testimony if any and oral

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argument of the parties if the parties request the opportunity to present oral arguments. All hearings shall be recorded.

- K) Within 14 days after the hearing, the hearing officer shall submit a written recommendation for action to the State Board and shall state the reasons for the recommendations. The hearing officer may recommend that the State Board adopt, modify, or reject the recommendation of the State Superintendent, in whole or in part.
- L) A final decision shall be rendered by the State Board after receipt of the hearing officer's recommendation and the parties shall be notified in writing of the decision. The decision shall specify whether it is final, and, if so, that it is subject to the Administrative Review Law [735 ILCS 5/Art.III].
- 2) ~~If no conference is requested, the district shall be deemed not to intend to appeal the nonrecognition.~~
- Mj) Nothing contained in this Section shall preclude the State Superintendent or the State Board, when required, and the district from reaching an agreement as to the resolution of an appeal at any time during the appeals process.
- g) Neither a district nor a school shall be ~~Nonrecognizednonrecognized~~ under this Section without first having been placed On Probation. Except that, the State Superintendent may recommend to the State Board that a district or school that was previously On Probation be Nonrecognized if it is subsequently noncompliant with the same requirements that led to its previous placement On Probation and both instances of noncompliance occur within the same school year. A district that is ~~Nonrecognizedon probation~~. A district that is nonrecognized, or in which one or more schools are ~~Nonrecognizednonrecognized~~, shall be subject to the provisions of Section 18-~~8.15(h)(6)~~8-05(A)(3)(a) of the Code.
- h) Subject to Section 5-32 of the Code, a school or district that has been Nonrecognized by the State Board pursuant to this section may petition the State Board to be returned to Fully Recognized status if the school or district clearly demonstrates that:

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- 1) Any noncompliance matters that resulted in nonrecognition have been resolved;
- 2) The district or school has developed systems and processes to ensure that the noncompliance issues that resulted in the change in recognition status will not recur; and
- 3) The district or school will agree to any additional corrective steps that the State Superintendent deems necessary to remedy any harm caused by the district's or school's noncompliance.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1.95 Appeals Procedure

Pursuant to Section 2-3.25m of the School Code [105 ILCS 5/2-3.25m], a school district may request an appeal of a school's or the district's status level, recognition level determined pursuant to Section 2-3.25f of the School Code related to the development and implementation of school and district improvement plans, or corrective actions undertaken by ISBE pursuant to Section 2-3.25f of the School Code or the No Child Left Behind Act of 2001. An appeal may not be brought pursuant to Section 2-3.25m challenging the validity of any State or federal law, a legal challenge to this rule, or requesting relief that ISBE is without authority to provide. This Section does not apply to recognition level changes under Section 1.20 of this Part.

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

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timeframes set forth for appeals shall be tolled during the pendency of the informal resolution process. Nothing contained in this Section shall preclude the State Board and the district from reaching agreement as to the resolution of an appeal at any time during the appeals process.

- c) After a determination of a review schedule by the Committee, the State Board will give written notice of the date, time, and place of the hearing to the school district not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested.
- d) The school district may be represented by an attorney throughout the proceedings. The office of the General Counsel to the State Board will represent the State Board. Both the school district and the State Board will be afforded the opportunity to file written briefs before the hearing. The school district shall submit its brief to the following address: Illinois State Board of Education, Office of the General Counsel, 100 North First Street, Springfield, Illinois 62777-0001. The State Board shall submit its brief to the district and shall provide both the district's and the State Board's briefs to each member of the Committee.
 - 1) The school district's brief shall be due 7 days after the district's receipt of the notice of opportunity for hearing.
 - 2) The State Board's brief shall be due 14 days after the State Board's receipt of the district's brief or, if no brief is filed by the district, 14 days after the notice of opportunity for hearing is sent.
- e) After briefs have been submitted pursuant to subsection (d) of this Section, no party shall submit additional information to the Committee unless so requested by the Committee's chairperson. The State Board will provide a signed assurance to the Committee that any calculations at issue were double-checked.
- f) At the time its brief is filed, either the school district or the State Board may request an opportunity for oral argument before the Committee.
 - 1) Each party will be given 30 minutes for argument, and the school district may reserve 10 of its 30 minutes for rebuttal. The Committee may ask questions during such argument.

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- 2) If neither party requests oral argument, the Committee may request that the parties make an oral presentation on the date scheduled for the hearing.
- g) If two or more districts request an appeal regarding the same question of policy, law, or fact, the State Board may consolidate those appeals if the agency determines that consolidation would secure economies of time and effort and promote uniformity of decision-making by the Committee. Consolidated appeals shall be handled as provided in this subsection (g).
- 1) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief.
 - 2) All districts whose appeals are consolidated will be given 40 minutes for argument, and the districts may reserve ten of their 40 minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.
 - 3) The agency shall submit one brief in response to the question of policy, law, or fact subject to the consolidated appeal and shall have 30 minutes for argument.
- h) The chairman of the Committee will conduct the review proceeding and hearing. During the hearing, the Committee shall consider only those issues raised in the briefs or by oral argument of the parties. All hearings will be recorded. A majority of committee members shall constitute a quorum. Committee recommendations must be approved by a majority vote of a quorum. Each committee member shall recuse himself or herself when hearing an appeal from a district with which the member has a conflict of interest, e.g., employment by the district, having a close family member in attendance at a school in the district or employed by the district, service as a school board member, or other affiliation with the district. The Committee may adopt other procedures for its governance not inconsistent with this Part.
- i) Within 30 days after the hearing, the Committee shall submit a written recommendation for action to the State Superintendent of Education and shall state the reasons for its recommendation. All recommendations shall be based on an objective evaluation of the district's claims and a review of the State Board's data and calculations. The Committee may recommend that the State

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Superintendent affirm or reverse the decision of the State Board, in whole or in part.

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

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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NOTICE OF PROPOSED RULES

- 1) Heading of the Part: Mandatory Vaccinations for School Personnel
- 2) Code Citation: 23 Ill. Adm. Code 6
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
6.10	New Section
6.20	New Section
6.30	New Section
6.40	New Section
6.50	New Section
6.60	New Section
- 4) Statutory Authority: 105 ILCS 5/2-3.6
- 5) A Complete Description of the Subjects and Issues Involved: This proposed rulemaking implements Executive Order 2021-22 and any future Executive Order that reissues and extends it. Executive Order 2021-22 requires that all school personnel either receive the COVID-19 vaccine or undergo at least weekly testing. The rules provide schools and school districts with sufficient clarity and detail regarding implementation of the Executive Order and required record keeping and will provide necessary support for schools and school districts to protect the health and safety of students, school personnel, and their broader communities during the ongoing COVID-19 pandemic.
- 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? Yes. Emergency rulemaking at 45 Ill. Reg. 11843, effective September 17, 2021, for a maximum of 150 days.
- 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 Objectives: This rulemaking will not create or enlarge a State mandate.

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- 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:

Azita Kakvand
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

(217) 782-6510
rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not-for-profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

PART 6

MANDATORY VACCINATIONS FOR SCHOOL PERSONNEL

Section

6.10	Definitions
6.20	Purpose and Applicability
6.30	Required COVID-19 Vaccination
6.40	Required COVID-19 Testing for School Personnel who Decline Vaccination
6.50	School Personnel Not Employed by the School or School District
6.60	Required Record Keeping

AUTHORITY: Authorized by 105 ILCS 5/2-3.6 and implementing Executive Order 2021-22, effective September 3, 2021, and any future Executive Order that reissues and extends Executive Order 2021-22.

SOURCE: Adopted by emergency rulemaking at 45 Ill. Reg. 11843, effective September 17, 2021, for a maximum of 150 days; adopted at 46 Ill. Reg. _____, effective _____.

Section 6.10 Definitions

"Fully Vaccinated" means an individual who is vaccinated against COVID-19 two weeks after receiving the second dose in a two-dose series of a COVID-19 vaccine authorized for emergency use, licensed, or otherwise approved by the U.S. Food and Drug Administration ("FDA"), or two weeks after receiving a single-dose COVID-19 vaccine authorized for emergency use, licensed, or otherwise approved by the FDA.

"Outbreak" has the meaning given to that term under 77 Ill. Adm. Code 690.10 and any applicable guidance or recommendations issued by the Illinois Department of Public Health.

"Proof of Vaccination Against COVID-19" means:

a Centers for Disease Control and Prevention (CDC) COVID-19 vaccination record card or photograph of that card;

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documentation of vaccination from a health care provider or an electronic health record; or

state immunization records.

"School" means any public or nonpublic elementary or secondary school, including charter schools, serving students in pre-kindergarten through grade 12, including any State-operated residential schools such as the Philip J. Rock Center and School, the Illinois School for the Visually Impaired, the Illinois School for the Deaf, and the Illinois Mathematics and Science Academy. For purposes of this Part, the term "School" does not include the schools operated by the Illinois Department of Juvenile Justice.

"School Code" means 105 ILCS 5.

"School Personnel" means any person who:

is employed by, volunteers for, or is contracted to provide services for a school or school district serving students in pre-kindergarten through grade 12, or who is employed by an entity that is contracted to provide services to a school, school district, or students of a school; and

is in close contact (fewer than 6 feet) with students of the school or other school personnel for more than 15 minutes at least once a week on a regular basis, as determined by the school.

The term "School Personnel" does not include any person who is present at the school for only a short period of time and whose moments of close physical proximity to others on-site are fleeting (e.g., contractors making deliveries to a site where they remain physically distanced from others or briefly entering a site to pick up a shipment).

Section 6.20 Purpose and Applicability

- a) This Part implements Executive Order 2021-22 and any future Executive Order that reissues and extends Executive Order 2021-22. This Part shall become inoperative upon expiration or rescission of Executive Order 2021-22 or upon

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expiration or rescission of any future Executive Order reissuing and extending Executive Order 2021-22, whichever is later.

- b) Nothing in this Part prohibits any school from implementing vaccination or testing requirements for school personnel that exceed the requirements under this Part, consistent with applicable law.

Section 6.30 Required COVID-19 Vaccination

- a) Each school shall require all school personnel to be fully vaccinated against COVID-19 or be tested in a manner consistent with the requirements of Section 6.40.
- b) Schools shall require school personnel who are fully vaccinated against COVID-19 to provide proof of vaccination against COVID-19 to the school prior to starting their school-based role or immediately upon becoming fully vaccinated.
- c) School personnel are exempt from the requirement to be fully vaccinated under this Section if:
 - 1) the vaccination is medically contraindicated, which includes any individual who is entitled to an accommodation under the federal Americans with Disabilities Act or any other law applicable to a disability-related reasonable accommodation; or
 - 2) the vaccination would require the individual to violate or forgo a sincerely held religious belief, practice, or observance.

School personnel who demonstrate they are exempt from the vaccination requirement under this subsection are, at a minimum, subject to the testing requirements under Section 6.40.

- d) Schools shall exclude from the school premises and/or refuse admittance to the school premises any school personnel who are acting in their school-based role and are not fully vaccinated against COVID-19 unless such school personnel comply with the testing requirements specified in Section 6.40.

Section 6.40 Required COVID-19 Testing for School Personnel who Decline Vaccination

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- a) Schools shall require all school personnel who are not fully vaccinated against COVID-19 for any reason, including, but not limited to, a religious exemption or medical contraindication, to undergo testing for COVID-19 at least weekly. If a school is experiencing an outbreak of COVID-19 and school personnel who are not fully vaccinated may be part of the outbreak, as determined after consultation with public health authorities, such school personnel must be tested two times per week for the duration of that outbreak. Schools shall exclude from the school premises and/or refuse admittance to the school premises school personnel who are acting in their school-based role and who are not fully vaccinated against COVID-19 unless such school personnel comply with the testing requirements specified in this Section.
- 1) The testing must be done using a test that either has Emergency Use Authorization by the FDA or be implemented per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.
 - 2) Testing for school personnel who are not fully vaccinated against COVID-19 must be conducted on-site at the school or the school must obtain proof or confirmation from the school personnel of a negative test result obtained elsewhere.
- b) School personnel who are not fully vaccinated may be permitted to enter or work at the school while they are awaiting the results of their weekly test. Notwithstanding any provision of this Part, schools must refuse to admit school personnel to the school while acute symptoms of an infectious disease are present. Schools shall also handle contacts of infectious disease cases as prescribed by 77 Ill. Adm. Code 690.30(c), or as recommended by the local health authority.

Section 6.50 School Personnel Not Employed by the School or School District

For school personnel who are not employed by the school or school district but are providing services through another entity (e.g., a contractor or service provider of the school), the school may determine that such school personnel are compliant with this Part by requiring the entity to:

- a) collect proof of vaccination against COVID-19 from the school personnel or proof of compliance with the testing requirements under Section 6.40; and

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- b) submit an attestation to the school that they will collect this proof for any school personnel they provide to the school.

Section 6.60 Required Record Keeping

- a) All schools must maintain a record for school personnel employed by the school or school district that identifies them as one of the following: fully vaccinated; unvaccinated and compliant with the testing requirements set forth in Section 6.40; or excluded from school premises in accordance with Section 6.30(d), 6.40(a), or 6.40(b).
- b) Each school shall maintain the following documentation for each school personnel employed by the school or school district, as applicable:
 - 1) Proof of vaccination against COVID-19.
 - 2) The results of COVID-19 tests.
- c) Schools shall maintain any school personnel medical records in accordance with applicable law.

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- 1) Heading of the Part: Standards for School Support Personnel Endorsements
- 2) Code Citation: 23 Ill. Adm. Code 23
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
23.110	Amendment
23.140	Amendment
23.150	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6
- 5) A Complete Description of the Subjects and Issues Involved: The proposed rulemaking updates the link to the American Association for Marriage and Family Therapy Code of Ethics, which is required for all preparation programs, as well as a subsequent reference to the Section.
- 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 proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: 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:

Azita Kakvand
Illinois State Board of Education
555 West Monroe Street
Suite 900
Chicago, Illinois 60661

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(312) 783-2757
rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
 - A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
 SUBTITLE A: EDUCATION
 CHAPTER I: STATE BOARD OF EDUCATION
 SUBCHAPTER b: PERSONNEL

PART 23
 STANDARDS FOR SCHOOL SUPPORT
 PERSONNEL ENDORSEMENTS

Section

23.100	Purpose and Effective Dates
23.110	Standards for the School Counselor
23.120	Standards for the School Nurse
23.130	Standards for the School Psychologist
23.140	Standards for the School Social Worker
23.150	Standards for School Marriage and Family Therapists

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 9743, effective June 19, 2002; amended at 38 Ill. Reg. 6230, effective February 27, 2014; amended at 41 Ill. Reg. 14061, effective November 3, 2017; amended at 46 Ill. Reg. _____, effective _____.

Section 23.110 Standards for the School Counselor

- a) Academic Development Domain
 The competent school counselor understands the learning process and the academic environment and develops programs and interventions that promote the achievement of all students.
- 1) Knowledge Indicators – The competent school counselor:
- A) understands the national standards related to the academic development of students across all grade levels. Council for Accreditation of Counseling and Related Educational Programs (CACREP) (See "The CACREP Standards (2016) ASCA National Standards for Students" (2004), published by CACREP, 500 Montgomery Street, Suite 350~~the American School Counselor~~

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~~Association, 1101 King Street, Suite 625, Alexandria, Virginia 22314 and posted at <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>. <http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>. No later amendments to or editions of these standards are incorporated by this Section.)~~

- B) understands the concepts, principles, and strategies that enable students to achieve and be academically successful.
 - C) understands the relationship of academic performance to the world of work, family life, and community service.
 - D) provides positive direction for academic program planning and for implementing academic support systems.
- 2) Performance Indicators – The competent school counselor:
- A) implements strategies and activities that enhance students' academic development.
 - B) provides students across grade levels with academic assistance to overcome barriers to academic growth and achievement.
 - C) works collaboratively with all school personnel and parents to insure student academic achievement.
 - D) initiates interventions that maximize learning, identifies learning styles, teaches study skills, enhances test-taking skills, and motivates students to learn and achieve.
- b) Career Development Domain
The competent school counselor is knowledgeable about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students.
- 1) Knowledge Indicators – The competent school counselor:
- A) understands the standards referred to in subsection (a)(1)(A) of this

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Section related to the career and vocational development of students across all grade levels.

- B) understands career development theories and decision-making models applicable for grade levels.
 - C) applies education-to-career principles and student outcomes to the career program.
 - D) understands career development program planning, organization, implementation, administration, and evaluation.
 - E) understands the world of work, labor market information, and job trends.
 - F) understands the phases of career development (awareness, exploration, orientation, and preparation) and how they are applied across grade levels.
 - G) understands career and educational planning, placement, and follow-up.
 - H) understands the use of technology in career planning.
 - I) understands career counseling processes, techniques, resources, and tools, including those applicable to specific populations.
- 2) Performance Indicators – The competent school counselor:
- A) integrates career and counseling theories into a comprehensive approach to career counseling.
 - B) enhances students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities.
 - C) assists students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies.

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- D) develops programs and involves parents with respect to their child's career development.
 - E) provides career development consultation and resources to teachers for infusing career development activities into the curriculum.
 - F) collaborates with community business and industry representatives to promote work-based learning opportunities and support.
 - G) helps students develop skills in locating, evaluating, and interpreting career information.
 - H) guides students in the use of career resources such as occupational and labor market information, visual and printed media, computer-based career systems, electronic systems, and the use of the internet.
 - I) administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.
 - J) assists students with work-based opportunities such as job-shadowing and internships.
- c) **Personal/Social Development Domain**
The competent school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands the standards referred to in subsection (a)(1)(A) of this Section related to the personal/social development of students across all grade levels.
 - B) understands the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others.

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- C) understands programs that promote school safety and violence prevention.
 - D) understands strategies for helping students make decisions, set goals, and develop resiliency.
 - E) understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others.
 - F) understands the processes of conflict resolution and anger management.
 - G) understands methods that help students appreciate differences between people and promotes tolerance.
- 2) Performance Indicators – The competent school counselor:
- A) enables students to acquire knowledge of their personal strengths, assets, personal values, beliefs, and attitudes.
 - B) fosters students' sense of self-esteem, efficacy, and personal dignity so they develop positive attitudes toward themselves as unique and worthy individuals.
 - C) helps students identify and express feelings.
 - D) assists students to set healthy personal boundaries and to understand and assert their rights of privacy.
 - E) helps students understand and apply the need for self-control and management of anger.
 - F) teaches ways for students to get along with peers, parents, and authority figures.
 - G) assists students with maintaining healthy family relationships, including teaching the dynamics of family interaction.

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- H) helps students understand the consequences of decisions and choices.
 - I) helps students understand the relationship among rules, laws, safety, and the protection of individual rights.
 - J) assists students in understanding the emotional and physical dangers of abuses, e.g., substance, sexual, physical.
 - K) addresses issues of stress and anxiety and teaches students appropriate strategies for coping with peer pressure and managing life's events.
 - L) provides resources to students who are in need of additional professional help.
- d) Classroom Instruction and Counseling Curriculum
The competent school counselor understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community and the overall educational program.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands basic classroom management.
 - B) understands the counseling curriculum as a component of the developmental approach.
 - C) understands and encourages a team approach with classroom teachers.
 - D) understands multiple definitions of intelligence in order to adapt, adjust, and diversify instructional methodologies.
 - E) understands the concept and process of program evaluation.
 - 2) Performance Indicators – The competent school counselor:

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- A) utilizes classroom management skills to focus students' attention and engagement.
 - B) develops, organizes, and implements the curriculum around the personal/social, career/vocational, and academic/educational domains and their goals.
 - C) coordinates, plans, and delivers the program in a team format with teachers.
 - D) presents lessons, programs, etc., using varied strategies to meet the needs of a diverse student body.
 - E) uses knowledge of normal growth and development to promote positive mental health and assist students in acquiring and using life skills.
 - F) designs, interprets, and applies program evaluations and feedback to improve service delivery systems.
- e) Responsive Service: Crisis Intervention
The competent school counselor understands and implements appropriate responses to crises and utilizes a variety of intervention strategies for students, families, and communities facing emergency situations.
- 1) Knowledge Indicators: The competent school counselor:
 - A) understands what defines a crisis, the appropriate process responses, and a variety of intervention strategies to meet the needs of the individual, group, or school community.
 - B) understands the theory and techniques needed to implement a school-wide crisis plan.
 - 2) Performance Indicators: The competent school counselor:
 - A) implements appropriate techniques for and interventions to assist students and their families facing crisis situations.

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- B) provides leadership to the school and community in a crisis.
 - C) involves appropriate school and community professionals as well as the family in a crisis situation.
 - D) intervenes appropriately and ethically with students who may be suicidal or homicidal.
- f) Responsive Service: Individual Counseling
The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the theory and process of various individual counseling approaches for crisis or short-term situations (brief counseling strategies).
 - B) understands the responsive services as a component of a developmental approach.
 - C) understands the specialized needs and resources available for students who are disabled, gifted, or at risk or who have dropped out.
 - D) understands appropriate strategies for students expressing difficulties dealing with relationships, personal, educational, or career planning concerns, and/or normal developmental tasks.
 - 2) Performance Indicators – The competent school counselor:
 - A) chooses and utilizes appropriate counseling techniques for individual students.
 - B) assists students in clarifying problems, considering causes, and identifying alternative solutions and possible consequences so that appropriate action can be taken.
 - C) counsels students on personal and social issues and facilitates

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development of long-and short-term goals.

- D) addresses a variety of students' developmental problems.
 - E) makes referrals to appropriate professionals when necessary.
 - F) provides activities to meet the immediate needs of students that may be identified by students, parents, teachers, or other referrals.
- g) Responsive Service: Group Counseling
The competent school counselor understands and implements principles of group work in the school setting.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
 - B) understands group leadership styles and approaches.
 - C) understands theories of group counseling, including commonalities, distinguishing characteristics and pertinent research literature.
 - 2) Performance Indicators – The competent school counselor:
 - A) utilizes group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of effectiveness.
 - B) implements various approaches used for other types of group work, including task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups, which will infuse the counseling curriculum.
 - C) practices professional standards for group work as advocated by the national and State professional counseling organizations.

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- h) Individual Student Planning
The competent school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, and career competencies.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands methods for helping students monitor and direct their own learning and personal/social and career development.
 - B) understands individual student planning as a component of the developmental model.
 - C) understands how to apply knowledge about individual appraisal by using tests and non-test information to assist students with academic and career planning.
 - D) understands applications of technology in student planning, e.g., electronic portfolio, use of internet.
 - 2) Performance Indicators – The competent school counselor:
 - A) helps students develop and evaluate personal goals and educational and career plans.
 - B) provides individual advisement to students to enhance their personal/social development and to help them acquire skill in setting and achieving academic and career goals.
 - C) applies knowledge about individual appraisal by using tests and non-test information to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans.
 - D) provides placement activities to assist all students with transitions from one educational program to another, from one school to another, and from school to work.
 - E) incorporates technology when working with students in individual planning.

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- i) Consultation
The competent school counselor understands various consultation models and maintains collaborative relationships within and outside the school community.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands the role of the school counselor as consultant and is knowledgeable of various consulting models.
 - B) understands the necessity for empowering families to act on behalf of their children.
 - C) understands the necessity for programs designed to address academic/educational, personal/social, career/vocational, and other developmental needs of the students.
 - D) understands the counselor's role, function, and relationship to other student service providers.
 - 2) Performance Indicators – The competent school counselor:
 - A) utilizes various consulting models.
 - B) guides and/or facilitates families' assumption of responsibility for problem solving.
 - C) provides a multi-dimensional approach to consultation in academic/educational, personal/social, career/ vocational, and other developmental areas.
 - D) participates in multi-disciplinary team meetings and demonstrates the ability to make appropriate referrals to outside agencies and other student service providers within the school system.
 - E) consults with parents, teachers, student services staff, other educators, and community agencies regarding strategies for helping students.

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- j) **Systems Support**
The competent school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands systems support as a component in the developmental approach.
 - B) understands program development that is comprehensive and educational.
 - C) understands the commitment to life-long learning.
 - 2) **Performance Indicators – The competent school counselor:**
 - A) provides activities that establish, maintain, and enhance the developmental school counseling program as well as other educational programs.
 - B) demonstrates a commitment to life-long learning.
 - C) develops and implements activities to orient staff and community to the counseling program through regular efforts to enhance and maintain staff and community relations.
 - D) serves on departmental curriculum committees, school improvement committees, or advisory boards and assists in developing curricula that meet students' developmental needs.
 - E) engages in planning and management tasks needed to support activities of the comprehensive school counseling program.
 - F) participates in continuous professional development.
- k) **Program Development**
The competent school counselor understands and utilizes organizational and management tools needed to implement an effective developmental program.

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- 1) Knowledge Indicators – The competent school counselor:
 - A) understands data gathered from groups and individuals as they relate to student outcomes and learning standards.
 - B) understands the need for and the process of planning, developing, and implementing a comprehensive school counseling program.
 - C) understands the need for developing school counseling programs based on the needs of students and the school to become an effective learning community.
 - D) understands the comprehensive developmental school counseling concept.
 - E) understands the necessity for goals and objectives in a school counseling program.
 - F) understands competency levels as related to student achievement.
 - G) understands the importance of planning and time management within a comprehensive developmental school counseling program.
- 2) Performance Indicators – The competent school counselor:
 - A) uses available resources in implementing a comprehensive counseling program, including funding and staff resources.
 - B) uses data compiled from needs assessments in planning the counseling program.
 - C) uses data from multiple sources, including surveys, interviews, focus groups, and needs assessments, to enhance students' outcomes.
 - D) designs, implements, monitors, and evaluates a comprehensive developmental school counseling program with an awareness of

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the various systems affecting students, parents, and school faculty and staff.

- E) implements and evaluates specific strategies designed to meet program goals and objectives for enhancing students' competencies.
 - F) identifies student achievement competencies and implements activities and processes to assist students in achieving these competencies.
 - G) prepares a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.
- l) **Prevention Education and Training**
The competent school counselor is aware of and implements prevention education programs.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) is aware of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.
 - B) is knowledgeable of prevention measures to overcome or resolve problems or barriers to learning.
 - 2) **Performance Indicators – The competent school counselor:**
 - A) identifies early signs and predictors of learning problems.
 - B) is able to organize and present prevention programs for students, staff, parents, and community members, as appropriate.
- m) **Assessment**
The competent school counselor understands basic concepts of, technology for, and implications of various assessment and evaluative instruments.

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- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the purposes and meaning of assessment from multiple perspectives: historical, sociological, and educational.
 - B) understands the basic concepts of standardized and non-standardized testing and other assessment techniques.
 - C) understands the use of technology in assessment.
 - D) understands the statistical concepts, including scales of measurement, measures of central tendency, indices or variability, shapes and types of distributions, and correlation.
 - E) understands reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity.
 - F) understands the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessment and evaluation.
- 2) Performance Indicators – The competent school counselor:
 - A) analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments.
 - B) uses various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
 - C) interprets and accurately uses the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation.
 - D) accurately selects and interprets assessment tools based on reliability and validity when appropriate.

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- E) interprets assessments accurately with understanding of diversity and its implications.
 - F) uses and applies appropriate technology in assessment.
- n) Research and Program Evaluation
The competent school counselor understands the importance of, and engages in, research and program evaluation.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands various types of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
 - B) understands statistical methods used in conducting research.
 - C) understands the use of technology in conducting research and in program evaluation.
 - D) understands the principles and applications of needs assessment and program evaluation.
 - E) understands the importance of research in the practice of school counseling.
 - 2) Performance Indicators – The competent school counselor:
 - A) identifies and applies research designs appropriate to various counseling situations and problems.
 - B) analyzes data with appropriate statistical methods and computer statistical packages.
 - C) uses formal and informal methods of needs assessment and program evaluation to design and modify developmental counseling programs.

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- D) conducts research and program evaluations within ethical and legal parameters.
 - E) uses appropriate research to demonstrate accountability.
 - F) uses technology in conducting research and program evaluation.
- o) Professional Orientation and Identity
The competent school counselor understands and actively participates within the profession.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the importance of active participation and leadership in the appropriate school counseling professional organizations.
 - B) understands community, environmental, and institutional barriers that impede and/or enhance students' academic success and overall development.
 - C) understands the unique characteristics of the school environment and K-12 curriculum.
 - 2) Performance Indicators – The competent school counselor:
 - A) joins and takes an active part in appropriate local, State, and national school counseling professional organizations.
 - B) uses community resources to enhance academic and social/emotional growth, plans appropriate interventions within the context of the community, and advocates for programmatic efforts to eliminate barriers to students' success.
 - C) designs and implements a developmental counseling curriculum that provides all students at all grade levels with knowledge and assistance in acquiring and using life skills.
 - D) participates in continuing professional development activities.

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- p) **History of School Counseling and Current Trends**
The competent school counselor understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands history, philosophy, and current trends and issues in school counseling.
 - B) understands the counselor's roles, functions and relationships with other school and student service providers.
 - C) understands technology and computer applications in counseling.
 - 2) **Performance Indicators – The competent school counselor:**
 - A) addresses current trends and issues daily in the school.
 - B) incorporates current trends into the developmental curriculum.
 - C) works collaboratively with other school and student service providers.
 - D) uses technology and computer applications directly with students.
- q) **Human Growth and Development**
The competent school counselor understands the individual diversity of human growth, development, and learning and provides experiences that promote the physical, intellectual, social, and emotional development of the student.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands theories of individual and family development and transitions across the life span.
 - B) understands that students' physical, social, emotional, ethical, and cognitive development influences learning.

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- C) understands theories of learning, personality development, child and adolescent development, and the range of individual variation.
 - D) understands how students construct knowledge, acquire skills, and develop habits of mind.
 - E) understands that differences in approaches to learning and performance interact with development.
 - F) understands the developmental stages of children and adolescents as they relate to counseling approaches and appropriate interventions.
 - G) understands human behaviors, including developmental crises, disability, addictive behavior, and psychopathology, and situational and environmental factors as they affect both normal and abnormal behavior.
 - H) understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
 - I) understands the role of drug therapy as it affects students' behavior.
 - J) understands the characteristics of normal, delayed, and disordered patterns of communication and interaction and their impact on learning.
- 2) Performance Indicators – The competent school counselor:
- A) uses theories of learning, personality, and human development to plan activities and experiences that respond to students' individual and group needs at the appropriate level of development.
 - B) analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate grade level.

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- C) plans interventions appropriate to students' developmental levels.
 - D) utilizes strategies for facilitating optimum student development over the life-span.
 - E) recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals.
 - F) implements interventions relevant to students' developmental levels.
 - G) recognizes the effect that addictive behavior, psychopathology, and situational and environmental factors have on both normal and abnormal behavior.
 - H) recognizes the effects of cultural and environmental factors on students' performance.
 - I) recognizes that medications can have effects on the educational, cognitive, physical, social, and emotional behaviors of individuals.
- r) Standards and Best Practices in School Counseling
The competent school counselor knows and applies the standards referred to in subsection (a)(1)(A) of this Section in developing his or her role and function in establishing school counseling programs.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the requirements of professional credentialing, certification, and licensure.
 - B) understands the unique characteristics of school counseling as a profession as defined in Sections 10-22.24a and 10-22.24b of the School Code [105 ILCS 5/10-22.24a and 10-22.24b].
 - C) understands the standards referred to in subsection (a)(1)(A) of this Section.

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- 2) Performance Indicators: The competent school counselor:
 - A) designs school counseling services to include the functions listed in Section 10-22.24b of the School Code as appropriate to the setting and student grade levels.
 - B) manages time to include individual student planning, responsive services, system support, and developmental counseling curriculum activities.
 - C) participates in professional development and keeps current on State and national initiatives.
- s) The Helping Relationship
The competent school counselor possesses knowledge and skills necessary to establish helping relationships appropriate to the school setting.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands various counseling theories, including traditional models, multicultural models, brief counseling interventions, and systems and family theories, as appropriate to school counseling.
 - B) understands how individual student characteristics, including age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions, relate to the helping process.
 - C) understands the limitations of his or her ability and training and is aware of referral resources.
 - D) understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention.
 - E) understands the skills necessary to build a therapeutic and trusting relationship with a client.
 - F) understands how to develop long- and short-term intervention plans consistent with curriculum, learner diversity, and learning theory.

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- 2) Performance Indicators – The competent school counselor:
 - A) uses established counseling theory in the counseling process and applies it to the developmental needs of the client.
 - B) exhibits flexibility in adapting counseling technique to client diversity.
 - C) makes necessary and appropriate referrals.
 - D) demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counseling outcomes with clients.
 - E) demonstrates appropriate skills in working with parents.
 - F) uses developmental and counseling theories to design and implement comprehensive and developmental programs.
 - G) creates long-term and short-term intervention plans.
 - H) applies appropriate diagnoses and case conceptualization skills to clients.

- t) Social and Cultural Diversity
The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference, and change.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) is aware of and sensitive to the implications of his or her own social and cultural background.
 - B) is aware of how his or her own cultural background and experiences influence his or her attitudes, values, and biases about psychological processes.
 - C) is knowledgeable about diverse groups with which she or he may

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work.

- D) understands how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, and manifestation of difficulties and strengths in academic, career, and personal/social development.
 - E) understands how gender affects personality formation, academic choice, vocational choice, and manifestations of difficulties and strengths in academic, career, and personal and social development.
 - F) understands the impact of sexual harassment on students' personal, social, emotional, and academic development.
- 2) Performance Indicators – The competent school counselor:
- A) incorporates an approach to social and cultural diversity that is equitable for all students.
 - B) adopts intervention skills appropriate to the specific diverse needs of the student.
 - C) develops programs for students that acknowledge their diversity and meet special needs as appropriate.
 - D) incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff, and the community.
 - E) utilizes appropriate non-traditional strategies in career and academic counseling.
 - F) adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity.
 - G) teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism, and stereotyping may affect students

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personally and their work.

- u) Ethical Concerns and Legal Matters
The competent school counselor is aware of current legal issues and ethical guidelines of the profession and acts accordingly.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands the standards referred to in subsection (a)(1)(A) of this Section with regard to professional ethics.
 - B) understands legal standards, including Illinois' School Code [105 ILCS 5] and Mental Health and Developmental Disabilities Code [405 ILCS 5], that apply to the counseling process.
 - C) understands the school counselor's responsibility for knowing and complying with federal, State, and local legislation, regulations, and policies.
 - D) understands that, in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA Code of Ethics (2005), published by the American Counseling Association, 5999 Stevenson Avenue, Alexandria VA 22304 and available at <https://www.counseling.org/resources/aca-code-of-ethics.pdf> ~~http://www.counseling.org/Resources/aca-code-of-ethics.pdf~~ and the "Ethical Standards for School Counselors" (2010), published by the American School Counselor Association, 1101 King Street, Suite 625, Alexandria VA 22314 and available at <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf> ~~http://www.counseling.org/Resources/aca-code-of-ethics.pdf~~. No later amendments to or editions of these standards are incorporated by this Section.
 - 2) Performance Indicators – The competent school counselor:
 - A) demonstrates commitment to the values and ethics of the school counseling profession.

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- B) adheres to ACA and ASCA professional standards and codes of ethics as a guide to ethical decision-making.
 - C) maintains adequate safeguards for the privacy and confidentiality of information.
 - D) informs students of their ethical rights and the limitations of the counseling relationship and of confidentiality.
 - E) follows State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (FERPA; 20 USC 1232g).
- v) **Practicum**
The competent school counselor develops basic counseling skills, under qualified supervision, with a school-based population.
- 1) **Knowledge Indicator** – The competent school counselor understands counseling practice through interaction with individuals and groups.
 - 2) **Performance Indicators** – The competent school counselor:
 - A) demonstrates the ability to develop individual and group counseling relationships with a school-aged population.
 - B) meets the standards regarding the helping relationship, individual counseling, and group counseling set forth in subsections (f), (g), and (s) of this Section.
- w) **Internship**
The competent school counselor completes an internship that provides the opportunity to perform, with a school-based population, under qualified supervision, a variety of counseling activities that a professional school counselor is expected to perform.
- 1) **Knowledge Indicators** – The competent school counselor:
 - A) understands the requirements of a supervised, clinical, field-based

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internship in a school setting focusing on the duties of a school counselor.

- B) understands the comprehensive developmental school counseling model.
- 2) Performance Indicators – The competent school counselor:
- A) participates in an internship, under qualified supervision, that must involve direct services (individual and group counseling required, family counseling recommended) to students, parents, teachers, and other parties interested in the welfare of students.
 - B) demonstrates completely the variety of activities a regularly employed school counselor would be expected to perform.
 - C) participates in a comprehensive developmental school counseling approach that integrates the basic components of: counseling curriculum; individual planning; responsive services; system support; consultation; and program planning, assessment, and evaluation (see subsections (d) through (n) of this Section).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 23.140 Standards for the School Social Worker

- a) Content
The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).
- 1) Knowledge Indicators – The competent school social worker:
- A) has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE).

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- B) understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
 - C) understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
 - D) understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
 - E) understands the effects of mental illness on students' ability to participate in learning.
 - F) understands the person-in-environment context of social work.
 - G) understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.
 - H) understands characteristics and implications for education of children with academic and/or behavioral challenges.
 - I) understands systems theories as they relate to classrooms, schools, families, and community.
 - J) understands methods of advocacy on behalf of individuals, families, and school systems.
 - K) understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.
- 2) Performance Indicators – The competent school social worker:
- A) uses empathy in interpersonal relationships.
 - B) uses diverse interview techniques and written communication with all persons within the student's system.

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- C) gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
 - D) makes accurate mental health diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013), published by the American Psychiatric Association, 1000 Wilson Boulevard, Suite 1825, Arlington VA 22209. No later amendments to or editions of these standards are incorporated by this Section.
 - E) selects and applies the most appropriate methods of intervention to enhance students' educational experience.
 - F) demonstrates effective leadership of and participation in interdisciplinary teams.
- b) Service Delivery
The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands methods of individual, group, family, and crisis counseling.
 - B) understands methods of social work service delivery.
 - C) understands and develops skills in advocacy, case management, community organization, consultation and in-service training.
 - D) understands the application of social learning theories to identify and develop broad-based prevention and interventions.
 - E) understands the interdisciplinary approach to service delivery within the educational environment.
 - F) understands how to integrate content knowledge for service

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delivery.

- G) understands the role of mandated reporters of suspected child abuse and neglect and the function of the State's child welfare agency.

2) Performance Indicators – The competent school social worker:

- A) develops and implements prevention and intervention plans that enable children to benefit from their educational experiences.
- B) provides individual, group, and/or family counseling and other services to enhance success in the educational process.
- C) provides crisis intervention counseling and other services to the school community.
- D) provides consultation to teachers, administrators, parents, and community agencies.
- E) develops and provides training and educational programs in the school and community.
- F) conducts diagnostic assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.
- G) initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
- H) mobilizes the resources of the school and community to meet the needs of children and their families.
- I) initiates reports of suspected child abuse and neglect to the State's child welfare agency.

c) Planning

The competent school social worker designs services based upon knowledge of

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the educational setting, as well as information about the students, families, and community.

- 1) Knowledge Indicators – The competent school social worker:
 - A) understands learning theory and human development as it applies to the content and curriculum of educational planning and intervention.
 - B) understands the process of needs assessment, referral, and resource development.
 - C) understands how to develop long- and short-term intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
 - D) understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
 - E) understands how to integrate and use technology for assessments, interventions, and information management.
- 2) Performance Indicators – The competent school social worker:
 - A) assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
 - B) conducts needs assessments to plan for service delivery.
 - C) assists students in creating long- and short-term plans to meet expectations for learning.
 - D) creates and adapts learning opportunities and materials to provide effective interventions.
 - E) plans interventions that integrate students' life experiences and future career goals.
 - F) maintains relevant data to assist in planning, management and

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evaluation of school social work.

- G) collects, analyzes and interprets data to evaluate and modify interventions when necessary.
 - H) supports approaches to learning that address individual student needs.
 - I) integrates and uses technology for assessments, interventions, and information management.
- d) **Assessment and Evaluation**
The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.
- 1) **Knowledge Indicators – The competent school social worker:**
 - A) understands strength-based assessments and practices that support growth and development.
 - B) understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
 - C) understands multiple assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.
 - D) understands how to conduct formal and informal assessment of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional/mental health.
 - E) understands the use of assessment as a means to evaluate the student's emotional/mental health and social functioning, including:
 - i) the child's physical, cognitive, and emotional development;

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- ii) family history and factors that influence the child's overall functioning;
 - iii) the child's behavior and attitude in different settings;
 - iv) patterns of interpersonal relationships in all spheres of the child's environment;
 - v) patterns of achievement and adjustment at critical points in the child's growth and development;
 - vi) adaptive behavior and cultural factors that may influence learning.
- F) understands the social-developmental study with its focus on the student's functioning within the educational environment.
- G) is familiar with the components of the case study evaluation.
- H) understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.
- I) understands parent/guardian and student rights regarding assessment and evaluation.
- J) is familiar with the diagnostic tools used by other professionals in the school.
- K) understands the use of assessment and evaluation results to develop student interventions.
- 2) Performance Indicators – The competent school social worker:
- A) appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments, to evaluate the understanding, progress, and performance of students in the school environment.

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- B) uses assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies.
 - C) uses assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement.
 - D) involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
 - E) presents assessment results in an easily understandable manner.
 - F) documents assessment and evaluation results.
 - G) collaborates with parents/guardians and other professionals regarding the assessment process.
 - H) informs parents/guardians of their rights and the rights of students regarding assessment.
 - I) uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.
- e) Consultation and Collaborative Relationships
The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands the principles, practices, and processes of individual and organizational consultation.
 - B) understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.

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- C) understands the school's role within the context of the larger community.
 - D) understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
 - E) understands the importance of audience and purpose when selecting ways to communicate ideas.
 - F) understands how formal and informal political implications affect communication.
 - G) understands language development, communication techniques, and the role of communication in the learning environment.
 - H) understands the role of school personnel as mandated reporters of child abuse and neglect.
- 2) Performance Indicators – The competent school social worker:
- A) initiates, develops, and implements consultative relationships.
 - B) models and promotes ethical practices for confidential communication.
 - C) collaborates with colleagues, parents/guardians, and community personnel about students' needs.
 - D) encourages relationships among colleagues to promote a positive learning environment.
 - E) participates in collaborative decision-making and problem-solving to promote students' success.
 - F) facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
 - G) models and promotes effective communication among group members or between groups.

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- H) uses a variety of effective communication modes with diverse target groups.
 - I) assists mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.
- f) **Advocacy and Facilitation**
The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.
- 1) **Knowledge Indicators – The competent school social worker:**
 - A) understands the role of advocacy and facilitation at all levels of the systems that affect students and their families.
 - B) is familiar with available resources for students and families within the school and community.
 - C) understands when and how to make referrals for programs and services at the district, community, and State levels.
 - D) understands the need to improve access to services and resources.
 - 2) **Performance Indicators – The competent school social worker:**
 - A) works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
 - B) identifies areas of need and accesses or creates resources and services.
 - C) makes referrals to community and school resources.
 - D) advocates for students with other members of the educational community to enhance students' functioning in the learning environment.
 - E) supports students' transitions across environments.

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- F) uses research and technologies to help students, families, school, and community to access resources.
- g) Learning Community
The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands principles of and strategies for effective behavior and social management within the school environment.
 - B) understands small- and large-group dynamics.
 - C) understands how people's attitudes within the educational environment influence behavior of individuals.
 - D) understands how to help students work cooperatively and productively.
 - E) understands the importance of parents' participation in fostering students' positive development.
 - F) understands mediation and conflict-resolution strategies.
 - G) understands effective interventions within a group or classroom.
 - H) understands principles of and strategies for organizational functioning.
 - I) understands how to work with administrators and other school personnel to make changes within the school environment.
 - J) understands how service learning and volunteerism promote the development of personal and social responsibility.
 - 2) Performance Indicators – The competent school social worker:

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- A) encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
 - B) analyzes educational environments and works effectively to create/enhance a supportive learning climate.
 - C) develops strategies to encourage motivation and engagement through mutual respect and cooperation.
 - D) develops conflict resolution programs within the school environment.
 - E) develops needs assessments and works as a change agent to create identified services.
 - F) collaborates with community agencies in school-linked service learning projects or other programs.
 - G) promotes the effective utilization of school social work services.
 - H) promotes understanding of factors that affect the educational environment and facilitates systems improvement.
 - I) designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.
 - J) promotes active parental participation within the educational environment.
 - K) collaborates with community agencies to increase access to services and resources.
- h) Diversity
The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

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- 1) Knowledge Indicators – The competent school social worker:
 - A) understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
 - B) understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
 - C) understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
 - D) understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
 - E) understands ways in which similar behaviors may have different meanings to people in different cultures.
 - F) understands various disabilities.
- 2) Performance Indicators – The competent school social worker:
 - A) facilitates a learning community in which individual differences are respected.
 - B) practices gender equity and avoids sex-role stereotyping.
 - C) provides services that promote multi-cultural sensitivity.
 - D) develops strategies to decrease negative effects of cultural barriers on education.
 - E) utilizes students' diversity to enrich the educational experiences of all students.

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- F) interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.
 - G) utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs.
 - H) designs intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
 - I) makes referrals for additional services or resources to assist students with diverse learning needs.
- i) Professional Conduct and Ethics
The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning and well-being.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands the professional code of conduct and ethical practice guidelines stated in "NASW Standards for School Social Work Services" (2012), published by the National Association of Social Workers, 750 First Street NE, Suite 700, Washington, D.C. 20002-4241 and posted at <https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>. <http://www.naswde.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>. No later amendments to or editions of these standards are incorporated by this Section.
 - B) understands federal and State laws and regulations as they pertain to ethical practice.
 - C) understands the legal and ethical principles of confidentiality as they relate to the practice of school social work.
 - D) understands the organization and operation of school systems.

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- E) understands school policies and procedures.
 - F) understands legal issues in education, with special emphasis on persons with disabilities; child welfare; mental health; confidentiality; children's and adolescents' rights; and current trends.
 - G) understands the importance of active participation and leadership in professional education and social work organizations.
- 2) Performance Indicators – The competent school social worker:
- A) follows the professional code of conduct and ethical practice guidelines referred to in subsection (i)(1)(A) of this Section.
 - B) maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and children's and adolescents' rights.
 - C) participates in district activities such as policy design, curriculum implementation, staff development, and organizations involving parents/guardians and students.
 - D) abides by current legal directives, school policies, and procedures.
 - E) promotes the rights of students.
 - F) models and promotes ethical practices for confidential communication.
- j) Professional Development
The competent school social worker actively seeks opportunities to grow professionally.
- 1) Knowledge Indicators – The competent school social worker:
- A) understands the importance of taking responsibility for self-

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- evaluation as a competent and ethical practitioner.
- B) understands the impact of personal strengths and needs on service delivery.
 - C) understands methods of inquiry and frameworks for self-assessment and self-improvement.
 - D) understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.
 - E) understands how to interpret and utilize research to evaluate and guide professional interventions.
 - F) understands the use of empirically based practice resources available for intervention and program development.
- 2) Performance Indicators – The competent school social worker:
- A) uses continuing education, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
 - B) maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
 - C) uses self-assessment and performance evaluations to identify areas for professional growth.
 - D) actively seeks consultation to improve professional practice.
 - E) recognizes the limits and boundaries of the professional role.
 - F) demonstrates a capacity and willingness to assume the roles of learner and facilitator/educator in maintaining a broad knowledge base for professional development.
 - G) participates in professional activities and organizations that

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promote and enhance school social work practice.

- H) assumes responsibilities for enhancing practice through various professional development activities.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 23.150 Standards for School Marriage and Family Therapists

- a) Child and Adolescent Development
The competent school marriage and family therapist understands the individual diversity of human growth, development and learning and provides experiences that promote the physical, intellectual, social and emotional development of the student.
- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
- A) theories of individual and family development and transitions across life;
 - B) that students' physical, social, emotional, cognitive, ethical and moral development influences learning;
 - C) theories of learning, personality development, attachment, child and adolescent development, and the range of individual variation;
 - D) how students construct knowledge, acquire skills and develop habits of mind;
 - E) that differences in approaches to learning and performance interact with development;
 - F) how systemic approaches and appropriate interventions apply to the developmental stages of children and adolescents;
 - G) human behaviors, including developmental crises, disability, addictive behavior and psychopathology, and situational and

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environmental factors as they affect children and adolescents in the peer, family and school settings;

- H) the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect and substance abuse;
 - I) the role of medications as they affect students' behavior; and
 - J) the characteristics of normal, delayed, and disordered patterns of communication and interaction in peer, family and school settings and their impact on learning.
- 2) Performance Indicators – The competent school marriage and family therapist:
- A) uses theories of learning, personality and human development to plan activities and experiences that respond to students' individual, group, family and school needs at the appropriate level of development;
 - B) analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical and moral, and physical domains at the appropriate grade level;
 - C) plans interventions appropriate to students' developmental levels;
 - D) utilizes strategies for facilitating optimum student development over the life-span;
 - E) recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals;
 - F) implements interventions relevant to students' developmental levels;

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- G) recognizes the effects of addictive behavior, psychopathology and situational and environmental factors as they affect children and adolescents in the peer, family and school settings;
 - H) recognizes the effects of cultural and environmental factors on students' performance; and
 - I) recognizes that medications can have effects on the educational, cognitive, physical, social and emotional behaviors of individuals.
- b) Assessment and Evaluation
The competent school marriage and family therapist understands basic concepts of, technology for, and implications of various assessment and evaluative instruments used within academic settings.
- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
 - A) the purposes and meaning of assessment from multiple perspectives (historical, sociological, educational and emotional) and utilizes both standardized tests and observational methods of assessment;
 - B) the basic concepts of standardized and non-standardized testing and other assessment techniques in the assessment of behavior in individuals, families and other dyadic interactions;
 - C) the use of technology in assessment;
 - D) the statistical concepts, including scales of measurement; measures of central tendency; indices of variability; shapes and types of distributions and correlation;
 - E) reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity; and

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- F) the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality and other factors related to assessment and evaluation.
- 2) Performance Indicators – The competent school marriage and family therapist:
- A) analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments;
 - B) uses various strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in therapy;
 - C) interprets and accurately uses the statistical concepts, including scales of measurement; measures of central tendency; indices of variability; shapes and types of distributions and correlation;
 - D) accurately selects and interprets assessment tools based on reliability and validity when appropriate;
 - E) interprets assessments accurately with understanding of diversity and its implications;
 - F) uses and applies appropriate technology in assessment; and
 - G) interprets results accurately and at the level that clients and families can best understand the assessment outcomes.
- c) School-based Systems Theory
The competent school marriage and family therapist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on students' development, learning and behavior. Further, the competent school marriage and family therapist has knowledge of systemic methods for involving families in education and service delivery. The competent school marriage and family therapist works effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.

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- 1) Knowledge Indicators – The competent school marriage and family therapist:
 - A) understands:
 - i) how diverse family systems affect students;
 - ii) the importance of family involvement in education;
 - iii) the school-based systems theory and model;
 - iv) methods of promoting collaboration and partnerships between families/guardians and educators that improve outcomes for students; and
 - v) the implications of cultural diversity on family, home, school and community collaborations; and
 - B) has knowledge of school and community resources and agencies available to students and families/guardians.
- 2) Performance Indicators – The competent school marriage and family therapist:
 - A) designs, implements, monitors and evaluates programs that promote school, family and/or community partnerships and enhance academic and behavioral outcomes for students;
 - B) facilitates collaboration between schools and parents/guardians by designing educational and therapeutic interventions; and
 - C) identifies resources and facilitates communication between schools, families/guardians and community agencies.
- d) Intervention in Schools and Crisis Intervention
The competent school marriage and family therapist utilizes a variety of systemic intervention strategies that support and enhance students' educational and emotional development. Furthermore, the competent school marriage and family

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therapist has training and experience in working with various crises and trauma that might occur in the school or family environments.

- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
 - A) the theory, process, techniques and methods of individual, group and family crisis intervention and counseling;
 - B) and develops skills in advocacy, case management, community organization, consultation and in-service training;
 - C) the application of systemic concepts, theories and techniques to identify and develop broad-based prevention and interventions;
 - D) the interdisciplinary approach to collaborative service delivery within the educational environment;
 - E) how to integrate content and process knowledge for appropriate intervention; and
 - F) the role of mandated reporters of suspected child abuse and neglect and the function of the Department of Children and Family Services (DCFS).
- 2) Performance Indicators – The competent school marriage and family therapist:
 - A) develops and implements prevention and intervention plans that enable children to benefit from their educational, emotional and relational experiences;
 - B) provides individual, group and/or family counseling and other services to enhance relational functioning while increasing success in the educational process;
 - C) provides crisis intervention therapy and other services to the school community;

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- D) provides consultation to teachers, administrators, parents and community agencies;
 - E) develops and provides training and educational programs in the school and community;
 - F) conducts diagnostic assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents;
 - G) initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students;
 - H) mobilizes the resources of the school and community to meet the needs of children and their families; and
 - I) initiates the appropriate reporting of suspected child abuse and neglect to DCFS.
- e) Consultation and Collaborative Relationships
The competent school marriage and family therapist develops consultative and collaborative relationships with colleagues, parents, teachers and the community to support students' learning and well-being.
- 1) Knowledge Indicators – The competent marriage and family therapist understands:
 - A) the principles, practices and processes of individual, family and organizational consultation;
 - B) the collaborative process with parents, school personnel, community-based organizations and agencies to enhance the student's educational functioning;
 - C) the school's role within the context of the larger community;
 - D) the variations in beliefs, traditions and values across cultures and their effect on interactions among group members;

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- E) the importance of audience and purpose when selecting ways to communicate ideas;
 - F) how formal and informal political implications affect communication;
 - G) language development, communication techniques, and the role of communication in the learning environment; and
 - H) the role of school personnel as mandated reporters of child abuse and neglect.
- 2) Performance Indicators – The competent school marriage and family therapist:
- A) initiates, develops and implements consultative relationships;
 - B) models and promotes ethical practices for confidential communication;
 - C) collaborates with colleagues, parents/guardians and community personnel about students' needs;
 - D) encourages relationships among colleagues to promote a positive learning environment;
 - E) participates in collaborative decision-making and problem-solving to promote students' success;
 - F) facilitates a collaborative relationship between general and special education systems to promote a unified system of education;
 - G) models and promotes effective communication among group members or between groups;
 - H) uses a variety of effective communication modes with diverse target groups; and

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- D) assists mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.
- f) Diversity
The competent school marriage and family therapist possesses the knowledge and skills to appropriately address issues of diversity, cultural difference and change with different types of learners.
- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
 - A) the implications of his or her own social and cultural background;
 - B) how his or her own cultural background and experiences influence his or her attitudes, values and biases about psychological processes;
 - C) the diverse groups with which she or he may work;
 - D) how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice and manifestation of difficulties and strengths in academic, career and personal/social development;
 - E) how gender affects personality formation, academic choice, vocational choice, and manifestations of difficulties and strengths in academic, career, and personal and social development;
 - F) the impact of sexual harassment on students' personal, social, emotional and academic development;
 - G) the impact of students' learning abilities, styles and capabilities on academic, career, and personal and social development; and
 - H) the specialized needs and resources available for students who are disabled, gifted or at risk, or who have dropped out.

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- 2) Performance Indicators – The competent school marriage and family therapist:
 - A) incorporates an approach to social and cultural diversity that is equitable for all students;
 - B) adopts intervention skills appropriate to the specific diverse needs of the student;
 - C) develops programs for students that acknowledge their diversity and meet special needs as appropriate;
 - D) incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff and the community;
 - E) adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity; and
 - F) teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism and stereotyping may affect students personally and their work.

- g) Professional Conduct and Ethics
The competent school marriage and family therapist is aware of current legal issues and ethical guidelines of the profession and acts accordingly.
 - 1) Indicators – The competent school marriage and family therapist understands:
 - A) legal standards, including the Illinois School Code [105 ILCS 5] and the Mental Health and Developmental Disabilities Code [405 ILCS 5], that apply to the therapy and educational process;
 - B) the school marriage and family therapist's responsibility for knowing and complying with federal, State and local legislation, regulations and policies; and

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- C) that, in the event a conflict arises among competing expectations, the school marriage and family therapist shall be guided by the AAMFT Code of Ethics, published by the American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria VA 22314-3061, https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx <http://dx5br1z4f6n0k.cloudfront.net/imis15/Documents/Legal%20Ethics/AAMFT-code-of-ethics.pdf> (January 1, 2015). No later amendments to or editions of these standards are incorporated.
- 2) Performance Indicators – The competent school marriage and family therapist:
- A) demonstrates commitment to the values and ethics of the marriage and family therapist profession;
- B) adheres to the AAMFT professional standards and Code of Ethics (See subsection (g)(1)(C)) as a guide to ethical decision-making;
- C) maintains adequate safeguards for the privacy and confidentiality of information;
- D) informs students of their ethical rights, the limitations of the counseling relationship, and the confidentiality of the counseling relationship; and
- E) follows State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (20 USC 1232g).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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- 1) Heading of the Part: Educator Licensure
- 2) Code Citation: 23 Ill. Adm. Code 25
- 3)

<u>Section Numbers:</u>	<u>Proposed Actions:</u>
25.10	Amendment
25.25	Amendment
25.32	Amendment
25.37	Amendment
25.48	Amendment
25.60	Amendment
25.72	Amendment
25.80	Repealed
25.81	Amendment
25.90	Amendment
25.92	Amendment
25.95	Amendment
25.96	Amendment
25.97	Amendment
25.99	Amendment
25.100	Amendment
25.110	Amendment
25.120	Amendment
25.127	Amendment
25.160	Amendment
25.170	New Section
25.225	Amendment
25.250	Amendment
25.400	Amendment
25.425	Amendment
25.430	Amendment
25.432	Amendment
25.433	New Section
25.444	Amendment
25.450	Amendment
25.488	Amendment
25.550	Amendment
25.560	Amendment
25.620	Amendment

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25.710	Amendment
25.720	Amendment
25.800	Amendment
25.805	Amendment
25.830	Amendment
25.880	Amendment
25.Appendix C	Amendment
25.Appendix E	Amendment

- 4) Statutory Authority: 105 ILCS 5/2-3.6, 21B-30, and 21B-35
- 5) A Complete Description of the Subjects and Issues Involved: Part 25 is being amended to conform with various Public Acts that necessitate amendments to the Part and to update the Part based on stakeholder requests or antiquated practices. These Public Acts include PA 102-539 (removed English language proficiency requirement for the Professional Educator License), 102-0301 (candidates may submit alternatives to the video component of the edTPA), and 101-0654 (individuals providing mentoring under the National Board for Professional Teaching Standards program may provide “up to” 30 hours of mentoring, instead of “at least” 30 hours, in order to receive a stipend). Other noteworthy additions include a new short-term approval for paraprofessionals that is aimed at helping to alleviate paraprofessional shortages statewide and the addition of new provisions to allow student teaching in an early learning setting to occur under the supervision of a cooperating teacher who holds a Gateways Level 5 credential. Several licensure barriers identified by stakeholders are also included, such as removal of specific science and social science coursework areas for early childhood education and elementary education programs and removal of a specific assessment (that has been unavailable for more than a year) for sign language interpreter approvals.
- 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 proposed rulemakings pending on this Part? Yes

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Section Number: 25.Appendix C Proposed Action: Amendment Illinois Register Citation: 45 Ill. Reg. 12277; October 8, 2021

- 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:
- Azita Kakvand
Illinois State Board of Education
555 West Monroe Street
Suite 900
Chicago, Illinois 60661
- (312) 783-2757
rules@isbe.net
- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
- B) Reporting, bookkeeping or other procedures required for compliance: None
- C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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NOTICE OF PROPOSED 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 Definitions

SUBPART B: LICENSES

Section

- 25.11 New Certificates (February 15, 2000) (Repealed)
- 25.15 Types of Licenses; Exchange (Repealed)
- 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
- 25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
- 25.37 Acquisition of Subsequent Endorsements on a Professional Educator License
- 25.40 Grade-Level Endorsements
- 25.42 Requirements for the Special Certificate (2004) (Repealed)
- 25.43 Endorsements for 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 (Repealed)
- 25.47 Special Provisions for the Learning Behavior Specialist I Approval (Repealed)
- 25.48 Short-Term Emergency Approval in Special Education
- 25.50 General Certificate (Repealed)
- 25.60 Alternative Educator Licensure Program for Teachers
- 25.65 Alternative Educator Licensure (Repealed)
- 25.67 Alternative Route to Teacher Licensure (Repealed)
- 25.70 Endorsement for Career and Technical Educator
- 25.72 Endorsement for Provisional Career and Technical Educator

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- 25.75 Part-time Provisional Certificates (Repealed)
25.80 Endorsement for Part-time Provisional Career and Technical Educator (Repealed)
25.81 Short-Term Approval for Career and Technical Education
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 World 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 Definitions
25.115 Educator Preparation Providers
25.120 Initial Approval of Educator Preparation Programs by the State Board of
Education
25.125 National Accreditation of Educator Preparation Providers and Programs
25.127 Requirements for Annual Reporting, Program Reauthorization, and Entitlement
Audits
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
(Repealed)
25.142 Assessment Requirements for Individual Programs (Repealed)

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- 25.145 Approval of New Programs Within Recognized Institutions (Repealed)
25.147 Approval of Programs for World Language
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 (Repealed)
25.160 Notification of Recommendations; Decisions by State Board of Education
25.165 Discontinuation of Programs
25.170 Licensure Officers

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 (Repealed)
25.230 Nationally Certified School Psychologist
25.235 Endorsement for School Psychologists
25.240 Standard for School Nurse Endorsement (Repealed)
25.245 Endorsement for School Nurses
25.250 Standards for Speech-Language Pathologists
25.252 Endorsement for Speech-Language Pathologists
25.255 Interim Approval for Speech-Language Pathologist Interns (Repealed)
25.260 Endorsement for School Marriage and Family Therapists
25.265 Interim Approval for School Marriage and Family Therapist Interns (Repealed)
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
25.313 Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)

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- 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)
- 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 June 30, 2016) (Repealed)
- 25.337 Principal Endorsement
- 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
- 25.360 Endorsement for Superintendent (Through August 31, 2019) (Repealed)
- 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 Limitation on Evaluation or Entitlement
- 25.430 Short-Term Approval for Teachers at All Grade Levels
- 25.432 Short-Term Approval for School Support Personnel
- 25.433 Short-Term Approval for Paraprofessionals
- 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)

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- 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 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 (Repealed)
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
25.525 Short-Term Substitute Teaching License
25.530 Specialized Instruction by Noncertificated Personnel (Repealed)
25.540 Approved Teacher Aide Programs (Repealed)
25.550 Approval of Educational Interpreters
25.560 Approval of Interveners for Students Who Are Deaf-Blind

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

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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
25.730	Registration – Paper-and-Pencil Testing (Repealed)
25.731	Registration
25.732	Late Registration (Repealed)
25.733	Emergency Registration (Repealed)
25.735	Frequency and Location of Tests
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates (Repealed)
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
25.805	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
25.831	Educator Professional Development Audits
25.832	Validity and Renewal of NBPTS Master Teacher Designation (Repealed)
25.835	Request for Extension
25.840	Appeals to the State Educator Preparation and Licensure Board

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- 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
- 25.856 Registration 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)
- 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)
- 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014) (Repealed)
- 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 (Repealed)

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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].

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. 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; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory 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; emergency expired January 16, 2005; 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

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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; peremptory 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. 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; amended at 40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. 12346, effective August 9, 2016; amended at 41 Ill. Reg. 8813, effective June 28, 2017; emergency amendment at 41 Ill. Reg. 8949, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14075, effective November 3, 2017; amended at 42 Ill. Reg. 8830, effective May 21, 2018; amended at 43 Ill. Reg. 14806, effective December 4, 2019; emergency amendment at 44 Ill. Reg. 8013, effective April 27, 2020, for a maximum of 150 days; emergency expired September 23, 2020; amended at 45 Ill. Reg. 879, effective January 4, 2021; amended at 45 Ill. Reg. 7269, effective June 3, 2021; emergency amendment at 45 Ill. Reg. 9485, effective July 9, 2021, for a maximum of 150 days; emergency amendment at 45 Ill. Reg. 11225, effective August 26, 2021, for a maximum of 150 days; amended at 46 Ill. Reg. _____, effective _____.

SUBPART A: DEFINITIONS

Section 25.10 Definitions

As used in this Part, the following terms have the meanings ascribed in this Section.

"Code" means the Illinois School Code [105 ILCS 5].

"ELS-CTE" means career and technical education.

"ECE" means early childhood education.

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"ELIS" means the State Board's Educator Licensure Information System.

"ELS-CTEP" means an educator license with stipulations endorsed for provisional career and technical educator.

"ELS-PARA" means an educator license with stipulations endorsed for paraprofessional.

"ELS-VIT" means an educator license with stipulations endorsed for visiting international educator.

"EPP" means an educator preparation program.

"Institution" means either a regionally accredited institution of higher learning as specified in Section 21B-105 of the Code when referring to an institution located within the United States or a not-for-profit entity approved by the Illinois Board of Higher Education (see 105 ILCS 5/21B-105). Accordingly, any coursework required for, or counted towards fulfilling the requirements for, a credential issued pursuant to this Part shall be completed at or accepted by a regionally accredited institution or an approved not-for-profit entity. Approval of preparation programs under Subpart C shall be available only to regionally accredited institutions or approved not-for-profit entities. Coursework completed in another country shall be subject to the provisions of Section 25.425.

"PEL" means a professional educator license.

"PK-12" means pre-kindergarten through grade 12.

"Regionally accredited" means accredited by one of the following organizations: Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools (SACS), Western Association of Schools and Colleges (WASC), Senior College and University Commission (WSCUC), and the Accrediting Commission for Community and Junior Colleges (ACCJC).

"ROE" means regional office of education.

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"SEPLB" means the State Educator Preparation and Licensure Board.

"State Board" means the Illinois State Board of Education.

"State Superintendent" means the State Superintendent of Education or a designee.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART B: LICENSES

Section 25.25 Requirements for the Professional Educator License

The requirements of this Section shall apply to the issuance of professional educator licenses (PEL). All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval submitted under this Part must have been passed with a grade no lower than "C-" or equivalent to be counted towards fulfillment of the applicable requirements. If the Governor declares a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act [20 ILCS 3305], Illinois educator preparation providers shall be exempt from the "C-" or higher provision when entitling candidates for licensure if the candidates are already enrolled in an educator preparation course at the time the disaster declaration is issued.

- a) Each applicant shall:
 - 1) hold a bachelor's degree; and
 - 2) one of the following:
 - A) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative, or school support personnel) sought on the PEL (see Subpart C). (Thirty-two semester hours of coursework consisting of content and pedagogy; with no less than 18 semester hours of content coursework specific to the endorsement sought; or a combination of experience and coursework equivalent to 32 semester hours in the aforementioned areas, in the endorsement area sought is required for teaching endorsements.) Each applicant must complete coursework addressing:

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- i) *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation children with learning disabilities* (Section 21B-20(1) of the Code ~~[105 ILCS 5]~~), which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:
- 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;
 - understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and
 - understand instructional planning and design instruction based on knowledge of the discipline, students, community, and curriculum goal;
- ii) *methods of reading and reading in the content area* (Section 21B-20(1) of the Code), which for teachers and administrators shall address each of the following standards:
- 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;
 - 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;
 - communication theory, language development, and the role of language in learning;

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- the relationships among reading, writing, and oral communication and understanding how to integrate these components to increase content learning;
 - the design, selection, modification, and evaluation of a wide range of materials for the content areas and the reading needs of the student;
 - variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
 - varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- iii) *methods of reading and reading in the content area* (Section 21B-20(1) of the Code), which for school support personnel shall address each of the following standards:
- understands how students acquire reading competency;
 - understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
 - understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
 - uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable; and
- iv) complete a program satisfaction survey on ELIS before receiving a PEL; or

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- B) pursuant to Section 21B-35 of the Code, hold a valid, comparable certificate or license in another state or country, or have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425), including:
- i) coursework *in the methods of instruction of the exceptional child* (Section 21B-35(a)(2)(A) of the Code) in cross-categorical special education that meets the requirements of subsection (a)(1)(A);
 - ii) *coursework in methods of reading and reading in the content area* (Section 21B-35(a)(2)(A) of the Code) that meets the requirements of subsection (a)(1)(B); and
 - iii) coursework *in instructional strategies for English learners* (Section 21B-35(a)(2)(A) of the Code), which shall address bilingual education ~~or~~ English as a Second Language, ~~or English as a New Language methods~~; or
- C3) pursuant to Section 21B-35 of the Code, hold a valid, comparable certificate or license in another state or country, or have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:
- iA) *the methods of instruction of the exceptional child* (Section 21B-35(a)(2)(A) of the Code) in cross-categorical special education, which shall meet the requirements outlined in subsection (a)(1)(A);
 - iiB) *the methods of reading and reading in the content area* (Section 21B-35(a)(2)(A) of the Code), which shall meet the requirements outlined in subsection (a)(1)(C); and
 - iiiE) *instructional strategies for English learners* (Section 21B-35(a)(2)(A) of the Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language

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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).

- 4) ~~pursuant to Section 21B-35 of the Code, have demonstrated proficiency in the English language by either passing the English language proficiency test required by the State Board or providing evidence of completing a postsecondary degree at an institution in which the mode of instruction was English.~~
- b) Each applicant for a PEL endorsed in a teaching field shall have completed student teaching in conformance with the requirements of Section 25.620, except in the following circumstances:
 - 1) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education need not complete another student teaching experience.
 - 2) One full year's teaching experience on a valid certificate, a license, or an approval in the PK-12 schools shall be accepted in lieu of student teaching.
 - 3) Applicants holding a bachelor's degree and a valid, comparable certificate or license from another state or country do not need to provide evidence of student teaching.
- c) For the purposes of this Part:
 - 1) a "valid, comparable certificate or license" means a current (not expired) certificate or license endorsed in the specific content area and grade levels for which Illinois licensure is sought that is equivalent to an Illinois PEL;
 - 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; and

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- 3) An "approval" is a credential valid for serving in a specific education area and grade range. Approvals can be issued on an existing educator license or may stand alone, as applicable to the particular approval.
 - 4) An "approved educator preparation program" means a program approved for recognition under Subpart C or completion of specified coursework, testing, and experiences aligned to state and national standards, as specified and verified by the State Superintendent, that qualifies an individual for the professional educator license.
- 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 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 PEL 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 PEL endorsed for early childhood was required pursuant to the rules of the State Board 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 PEL endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E, respectively.
- f) The PEL shall be endorsed in accordance with this Part.

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- g) Each applicant shall be required to pass the tests required for the PEL as specified in Section 21B-30 of the Code and Section 25.720 of this Part.
- h) If a candidate has completed all of the requirements for an Illinois-approved educator preparation program at an Illinois institution of higher education as listed in subsection (h)(1), but has not successfully passed a teacher performance assessment (TPA), the candidate may be entitled for an educator license with stipulations endorsed for a provisional in-State educator by the institution where the program was completed.
- 1) The candidate must have:
 - A) at least a bachelor's degree;
 - B) completed all components of an approved educator preparation program, excluding passing the TPA;
 - C) passed the applicable content test, as required by Section 21B-30 of the Code; and
 - D) attempted a TPA and received a minimum score on that assessment, as established by the State Board in consultation with SEPLB.
 - 2) The provisional in-State educator endorsement on an educator license with stipulations is valid for one full fiscal year after the date of issuance and may not be renewed.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.32 Teacher Leader Endorsement

The Section establishes the requirements for the receipt of a teacher leader endorsement valid for prekindergarten through ~~age 22~~~~grade 12~~ and for approval of educator preparation programs to provide the program required for receipt of the endorsement. The teacher leader endorsement is intended to increase the quality of leadership, as well as teaching and learning practices, and recognize the critical importance that leadership by teachers brings to the overall school improvement mission of the school and its personnel. The teacher leader endorsement will

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create a career path to retain and develop high-performing teachers for leadership roles; formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

- a) For the purposes of this Section, a teacher leader is defined as an individual with the capacity and skills to:
 - 1) harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;
 - 2) promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
 - 3) model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment, and intervention;
 - 4) provide guidance, coaching, mentoring, influence, direction, and support to teachers to improve the effectiveness of teaching and learning; and
 - 5) promote and influence change to improve school and student outcomes.
- b) A teacher leader may serve in a variety of roles within the school district, including, but not limited to:
 - 1) curriculum specialist (i.e., identifying, designing, and implementing curriculum and school and district improvement);
 - 2) coach (i.e., providing coaching to other teachers and staff on instructional practice and methods);
 - 3) mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance);
 - 4) department chair or lead teacher;

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- 5) content specialist (i.e., leading instructional programs in a specific content area);
 - 6) teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned;
 - 7) program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction, or assessment); and
 - 8) other areas of responsibility as identified by school districts.
- c) A teacher leader endorsement on a PEL will be available to persons who fulfill the requirements of Section 21B-25(2)(E) of the Code ~~[105 ILCS 5]~~ and this Section. In order to receive a teacher leader endorsement, a candidate holding a PEL endorsed in a teaching field shall:
- 1) have obtained a master's degree or higher from a regionally accredited institution; and
 - 2) have completed a program that meets the requirements set forth in this Section.
- d) Only institutions of higher education and not-for-profit entities that have been recognized under Subpart C to conduct educator preparation programs may apply to the State Board for approval to offer a teacher leader endorsement program. Each program shall address at least the coursework listed in Section 21B-25(2)(E) of the Code and this subsection (d).
- 1) Leadership, to address:
 - A) knowledge of leadership frameworks and models of shared governance;
 - B) understanding teacher evaluation models and training;
 - C) ability to hold self and others accountable for results; and

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- D) ability to lead teams in setting goals and achieving results.
- 2) Designing professional development to meet teaching and learning needs, to include:
- A) understanding, applying, and evaluating the specific needs of new teachers for induction and mentoring;
 - B) ability to coach teachers and staff;
 - C) ability to understand, apply, and evaluate models of effective professional development; and
 - D) ability to observe instruction and provide coaching, mentoring, or professional development feedback to teachers.
- 3) Building school culture that focuses on student learning to address:
- A) understanding diverse learners (including students with Individualized Education Programs, English learners, students who are underrepresented in the school population, and other at-risk students) and their families and communities;
 - B) ability to analyze and interpret data around school culture, working and learning conditions, and climate;
 - C) understanding the impact of instructional models and practices on improving learning, as well as the culture and climate of the school and classrooms; and
 - D) ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A.
- 4) Using assessments to improve student learning and foster student achievement.
- 5) Building collaboration with teachers and stakeholders.

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- e) A request for program approval shall be submitted to the State Superintendent for consideration in accordance to the requirements of Section 25.120.
- f) Actions following upon the recommendation of SEPLB shall be as described in Section 25.160.
- g) An approved teacher leader program shall be subject to the review process set forth in Subpart C.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.37 Acquisition of Subsequent Endorsements on a Professional Educator License

The provisions of this Section shall apply when an individual who already holds a professional educator license (PEL) with one or more teaching endorsements wishes to receive an additional endorsement in a teaching field or a grade level.

- a) An individual who wishes to add subsequent content area endorsements or grade levels to a PEL shall meet the applicable requirements 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.
- b) A candidate not meeting the criteria of subsection (a) who wishes to receive subsequent content area endorsement in an area of special education (i.e., Learning Behavior Specialist I, Learning Behavior Specialist II, Deaf or Hard of Hearing, Blind or Visually Impaired, or Early Childhood Special Education), reading specialist, elementary mathematics specialist, or gifted education specialist shall submit official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C 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 the candidate 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,

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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 institution's assessment system (see Section 25.120) 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.
- 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) An individual not meeting the criteria of subsection (a) or (b) may provide evidence of holding a valid, comparable out-of-state license in the endorsement area and grade range sought.
 - d) An individual who holds a (PEL) endorsed in a school support personnel area listed in Subpart D or any of the administrative positions outlined in Subpart E and who wishes to obtain a teaching endorsement shall meet the requirements of Section 25.100(e)(2)(C).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 25.48 Short-Term Emergency Approval in Special Education

The short-term emergency approval shall be available until June 30, 2023. The provisions of this Section shall apply to school districts, special education cooperatives and joint agreements, regional superintendents of schools, nonpublic special education facilities approved by the State Board pursuant to 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the Code), and certain other facilities pursuant to 23 Ill. Adm. Code 405 (Payments to Certain Facilities under Section 14-7.05 of the Code).

- a) An individual who wishes to receive a short-term emergency approval endorsed for LBS I shall:
 - 1) hold a valid PEL with an early childhood, elementary, middle grades, secondary, or special teaching endorsement or a valid educator license with stipulations endorsed for transitional bilingual educator;
 - 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 Section 25.43(e); and
 - 3) submit the required fee along with an application to the State Board, on a form designed by the State Superintendent.
 - 4) The employing entity shall provide the following:
 - A) a statement of assurance that supervision will be provided by an individual who holds a PEL endorsed for special education supervision pursuant to Section 25.497 or administration plus an LBS I endorsement, which must include a description of the supervision the individual will receive.
 - B) a statement of assurance that the employing entity has exhausted all recruitment efforts and has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question.

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- b) An individual who wishes to receive a short-term emergency approval endorsed for either early childhood special education, ~~to teach students who are deaf~~ and hard of hearing, or ~~students who are blind~~ and visually impaired shall:
- 1) hold a valid PEL with an early childhood, elementary, middle grades, secondary, or special teaching endorsement or hold a valid educator license with stipulations endorsed for transitional bilingual educator. If an individual is pursuing the early childhood special education approval, an endorsement in early childhood education or LBS I must be held ~~(which need not be valid for the grade levels to be taught under the temporary emergency approval) as otherwise required by 23 Ill. Adm. Code 1. Appendix A (Public Schools Evaluation, Recognition and Supervision);~~
 - 2) present evidence of having completed college-level coursework encompassing the following topics:
 - A) for teaching students who are blind and visually impaired:
 - i) anatomy and pathology of eye conditions;
 - ii) functional vision assessment and learning media assessment;
 - iii) basic assistive technology;
 - iv) methodology in teaching students who are blind and visually impaired; and
 - v) basic orientation and mobility;
 - B) for teaching students who are deaf and hard of hearing:
 - i) assessment and developing Individualized Education Programs (IEPs);
 - ii) language and literacy;
 - iii) audiology;

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- iv) impact of hearing loss on academic, behavior, speech, language, and aural habilitation skills; and
 - v) methodology in teaching students who are deaf ~~or~~ hard of hearing;
- C) for teaching students in early childhood special education, two areas of coursework from the four areas required by 23 Ill. Adm. Code 226.810~~(f)~~;
- 3) provide evidence, as defined by the State Superintendent, of proficiency in Braille (if teaching students who are blind ~~or~~ visually impaired) or sign language (if teaching students who are deaf ~~or~~ hard of hearing);
 - 4) submit the required fee, along with an application, to the State Board, on a form designed by the State Superintendent; and
 - 5) provide evidence of passing the required content tests pursuant to Section 25.720.
- c) For approvals specified under subsection (b), the employing entity shall provide the following to its ROE, which shall upload the information specified in this subsection on a form supplied by the State Superintendent into the ELIS account of the applicant prior the State Superintendent issuing the application:
- 1) a statement of assurance that supervision will be provided by an individual who holds a PEL endorsed for director of special education that includes a description of the supervision the individual will receive; ~~and~~
 - 2) a statement of assurance that the employing entity has exhausted all recruitment efforts and has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question; and
 - 3) verification of enrollment or intent to enroll in coursework required as part of a State-approved educator preparation program, signed by the applicant.
- d) The short-term approvals described in subsection (b) may be applied for until July 1, 2023.

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- e) 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 (a)(4) are met by the new employer.
- f) Upon approval of an application by the State Superintendent, the individual shall have three full fiscal years in which to complete the remaining coursework described in Section 25.43(b), (d), or (e) or in 23 Ill. Adm. Code 226.810, as applicable, and receive the endorsement under Section 25.43 ~~following passage of the content area test required for the endorsement.~~
- g) The short-term emergency approval for a holder of an educator license with stipulations endorsed for transitional bilingual educator will not expire when the transitional bilingual educator endorsement expires; however, for the short-term approval to remain in effect, the holder must hold a valid PEL.
- h) The short-term emergency approval shall not be renewed. An individual who does not obtain the endorsement identified in Section 25.43 within the time allotted shall not be assigned to a special education teaching position.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.60 Alternative Educator Licensure Program for Teachers

This Section establishes requirements in addition to those set forth in Section 21B-50 of the Code 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 PEL.

- 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 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) and, for English learners, the criteria found in 23 Ill. Adm. Code 24 (Culturally Responsive Teaching and Leading Standards for All Illinois Educators~~Teachers~~).

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- 2) provide two years of residency pursuant to Section 21B-50(b)(2) and (3) of the 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 teacher to each candidate.
 - i) The mentor shall:
 - hold a PEL and be employed by the school district where the candidate is serving the residency;
 - have three years of full-time teaching experience in the 10 years immediately preceding assignment as a mentor; and
 - have achieved a performance evaluation rating of proficient or higher in the two most recent evaluations.
 - ii) In a preschool educational program that meets the criteria established in Section 2-3.71 of the Code, each candidate shall be assigned a mentor or qualified equivalent of a mentor.
 - 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 Code or a preschool educational program that meets the criteria established in Section 2-3.71 of the Code. Candidates also may serve:
 - A) in the case of early childhood endorsements, in a position for which a PEL endorsed for early childhood is required pursuant to

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the rules of the State Board at 23 Ill. Adm. Code 235 (Early Childhood Block Grant);

- 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 Code and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the Code); or
 - C) in a charter school.
- 4) At the conclusion of the second year of residency, administer a comprehensive assessment to gauge the candidate's teaching effectiveness. The assessment shall be conducted by the principal, or in a preschool educational program that meets the criteria established in Section 2-3.71 of the Code, a principal or qualified equivalent, of the school to which the candidate is assigned and the coordinator of the alternative educator program appointed by the institution or not-for-profit entity. (See Section 21B-50(b)(4) and (d) of the Code.)
- b) Candidate Qualifications
- 1) In order to enroll in the program, each candidate shall pass the content-area test for which licensure is sought, as required by Section 21B-30 of the Code and Section 25.720 of this Part. (See Section 21B-50(c)(5) of the 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 Code and payment of the fee required under Section 21B-40 of the 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:

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- A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois ~~Educators~~ Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.120;
 - B) pass a teacher performance assessment no later than the end of the first semester of the second year of residency; and
 - C) be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(6)(C).
- c) Proposal Requirements
- 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. Visits may occur in-person or virtually.
 - B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall meet the requirement for training under subsection (c)(7).
 - 2) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, the candidate's employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.
 - 3) 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 Code, the institution or not-for-profit entity shall describe the process and criteria it will use to determine whether the candidates' coursework and prior experience align to the standards for the content area of the

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endorsement. Coursework, or a combination of experience and coursework, must be equivalent to at least 9 semester hours in the endorsement areas for entry into the program, and at least 32 semester hours of credit in ~~the areas required under Section 25.25(a)(2)(A) that content area~~ prior to entitlement for the PEL. At least 18 of the 32 hours must be in the specific endorsement area (e.g., biology, political science).

- A) Any transcript evaluation the program conducts pursuant to this subsection (c)(3) shall be provided to the State Superintendent for approval no later than 45 days before the candidate is to be admitted into the program.
 - 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 Code) shall be understood to mean any of the biological, physical, or social sciences.
- 4) Each proposal shall provide an assurance that all candidates will be required to pass a teacher performance assessment no later than the end of the first semester of their second year of residency.
- 5) 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)*;
 - iii) *classroom management*; and
 - iv) *the assessment of students and use of data to drive instruction.* (Section 21B-50(b)(1) of the Code)

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- 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.
 - 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.
- 6) 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;

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- 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, or qualified equivalent, of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency. (Section 21B-50(b)(2) of the Code)
- 7) Each proposal shall describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the second year of residency. This method 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 Code. 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. This process 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

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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 coordinator and a "needs improvement" rating from either the principal or program coordinator.

- 8) 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)(7), by which candidates will be recommended for the PEL endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.
- 9) Proposals shall be submitted electronically to the State Superintendent or designee.
- d) **Program Approval**
Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of the Code shall be approved by the State Superintendent pursuant to the requirements set forth in Section 25.120. Programs shall be reviewed in consultation with SEPLB.
- e) *Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law.* (Section 21B-50(b) of the Code) A candidate successfully completing the program shall receive a PEL endorsed in the content area and grade levels of the residency practice upon application and payment of the fee required under Section 21B-40 of the 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 46 Ill. Reg. _____, effective _____)

Section 25.72 Endorsement for Provisional Career and Technical Educator (Grades 5-12)

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The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for provisional career and technical educator (ELS-CTEP) pursuant to Section 21B-20(2)(F) of the Code.

- a) Each applicant for an educator license with stipulations endorsed for provisional career and technical educator shall present evidence of having completed 8,000 hours of work experience in the skill area for which the applicant is seeking employment. (See Section 21B-20(2)(F).) The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant describing the work experience.
- b) At the time application is made for the ELS-CTEP, the school district that will employ the individual requesting the license shall verify, in writing, to the State Superintendent that:
 - 1) the district is unable to find a qualified individual holding a PEL endorsed for the skill area of instruction or ELS-CTE in the skill area of instruction; and
 - 2) the current circumstances existing in the district require the employment of an individual licensed in the skill area of instruction.
- c) The ELS-CTEP is valid *until June 30 immediately following five years after the endorsement was issued*. (Section 21B-20(2)(F) of the Code)
- d) In accordance with Section 21B-20(2)(F) of the Code, the ELS-CTEP shall be renewed for a five-year period provided that the individual seeking the renewal has paid the fee required under Section 21B-40 of the Code to register the license. ~~Individuals who were issued the ELS-CTEP before January 1, 2015 shall be exempt from the provisions of this subsection (d).~~
- e) Subsequent endorsements in career and technical education areas may be added to an issued ELS-CTEP or educator license with stipulations endorsed for part-time career and technical educator (ELS-PCTE) by providing evidence of 1,000 hours of work experience in the new endorsement area sought.

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- f) An applicant may use educational experience hours toward hours of work experience only if the applicant was delivering the instruction and was not a recipient of the instruction.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

**Section 25.80 Endorsement for Part-time Provisional Career and Technical Educator
(Repealed)**

~~The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for part-time provisional career and technical educator pursuant to Section 21B-20(2)(F) of the School Code [105 ILCS 5/21B-20(2)(F)].~~

- a) ~~Each applicant for an educator license with stipulations endorsed for part-time provisional career and technical educator shall present evidence of having met the requirements set forth in Section 25.72(a).~~
- b) ~~At the time application is made for the educator license with stipulations endorsed for part-time provisional career and technical educator, the school district that will employ the individual requesting the license shall verify, in writing, to the State Superintendent that:~~
- ~~1) the district is unable to find a qualified individual holding a professional educator license endorsed for the skill area of instruction or educator license with stipulations endorsed for career and technical educator in the skill area of instruction; and~~
 - ~~2) the current circumstances existing in the district require the employment of an individual licensed in the skill area of instruction.~~
- e) ~~The educator license with stipulations endorsed for part-time provisional career and technical educator is valid *until June 30 immediately following five years after the endorsement was issued.* (See Section 21B-20(2)(F) of the School Code.)~~
- d) ~~The educator license with stipulations endorsed for part-time provisional career and technical educator may be renewed one time only upon application and payment of the fee required under Section 21B-40 of the School Code to register the license.~~

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(Source: Repealed at 46 Ill. Reg. _____, effective _____)

Section 25.81 Short-Term Approval for Career and Technical Education

Subject to the provisions of this Section, an individual holding a PEL endorsed in a teaching field or any career and technical education license~~ELS-CTE~~ plus one year of teaching experience on that license may receive short-term approval for assignment in a CTE position in which that individual does not hold full qualifications. Nothing in this Section is intended to modify existing endorsement requirements under Section 25.70, 25.72, ~~25.80~~ or 25.100.

- a) Applicability
 - 1) The short-term approvals described in this Section shall be available for application until July 1, 2023 for individuals who lack the full work experience required for a CTE endorsement under Section 25.70.
 - 2) The short-term approval shall be available in 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) Application Procedures and Validity
 - 1) A licensed teacher seeking short-term approval under this Section shall file an application in ELIS.
 - 2) The State Superintendent must approve an application for short-term approval if the applicant:
 - A) provides proof of 240 hours of applicable work experience in the content area sought; or
 - B) holds a professional credential, as approved by the State Board, in the endorsement area sought.
 - 3) Short-term approvals issued under this Section shall expire on July 1 immediately following the third full fiscal year after the approval was issued and may not be renewed.

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- 4) Before the short-term approval expires, an individual must apply for and receive the applicable license or endorsement under Section 25.70 or 25.72 ~~or 25.80~~ to continue teaching in the assigned area.
 - 5) Each year of full-time work experience on the approval may be used toward 2,000 hours of work experience required for the full license or endorsement.
- c) Filing of Information by School Districts
The employing entity hiring an individual under this Section must file all of the following with the regional superintendent in a format designed by the State Superintendent:
- 1) a description of the vacant position, including the subject area and the grade level.
 - 2) a description of the entity's inability to fill the position with a fully qualified individual.
 - 3) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position.
 - 4) a statement of assurance, signed by the hiring district, that the individual will be supervised by an employee in the school of assignment who holds a PEL endorsed for general administration, principal, or superintendent.
- d) Each regional superintendent overseeing the entity that employs an individual seeking a position under this Section shall upload the information specified in subsection (c), on a form supplied by the State Superintendent, into the ELIS account of the applicant prior to the State Superintendent issuing the application.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.90 Endorsement for Transitional Bilingual Educator

Requirements for the educator license with stipulations endorsed for transitional bilingual educator, issued pursuant to Section 21B-20(2)(G) of the Code, shall be as follows:

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- a) Requirements of Prior Education or Certification or Licensure. The applicant shall:
- 1) have possessed, within five years prior to the date of application, a valid teaching certificate, license, or comparable legal authorization issued by a foreign country or by a state or possession or territory of the United States; or
 - 2) hold a bachelor's degree or higher from a regionally accredited institution of higher education in the United States or *a degree from an institution of higher learning in a foreign country that SEPLB determines to be the equivalent of a bachelor's degree from a regionally accredited institution of higher learning in the United States* (Section 21B-20(2)(G) of the Code). The applicant must submit an official transcript from the U.S. institution or a certified transcript from the foreign institution. The State Superintendent will determine equivalency by comparing the applicant's course of study to that required for a bachelor's degree from a regionally accredited institution of higher learning in the United States on factors including:
 - A) the applicant's length of study at the foreign institution (which shall be equivalent to four years of postsecondary study);
 - B) the number of credit hours or similar units of instruction that the applicant has successfully completed (which shall be the equivalent of 120 semester hours);
 - C) the content of the applicant's courses and the distribution of courses among the various disciplines constituting a bachelor's degree program in the United States, which shall include the equivalent of a 32-semester-hour major field of study;
 - D) the applicant's grades or similar evidence of successful academic performance; and
 - E) the foreign institution's accreditation status, if any.
- b) Language Requirements

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- 1) The applicant must demonstrate adequate speaking, reading, and writing, including grammar, skills in a non-English language in which transitional bilingual education is offered in Illinois. This requirement may be fulfilled in one of the following ways:
 - A) The applicant presents evidence of having graduated from a teacher preparation institution or an institution of higher education in which the medium of instruction was in a non-English language in which transitional bilingual education is offered in Illinois and for which licensure is sought.
 - B) The applicant successfully completes the required test (see Section 25.710) in the non-English language in which transitional bilingual education is offered in Illinois and for which licensure is sought. If no test for transitional bilingual education in the target language is listed in Section 25.710, the required test shall be another test approved by the State Superintendent. The selection, development, and administration of each test not listed in Section 25.710 shall conform to the requirements of Section 25.715 to the extent feasible in light of the rate of incidence of the target language in Illinois.
 - C) The applicant holds an Illinois State Seal of Biliteracy or has obtained working fluency or higher on the Global Seal of Biliteracy in the language that coincides with the endorsement sought on the license.
- 2) The applicant must demonstrate adequate speaking, reading, and writing, including grammar skills, in English. This requirement may be fulfilled in one of the following ways:
 - A) The applicant presents evidence of having graduated from an institution of higher education in which the medium of instruction was English.
 - B) The applicant successfully completes the English Language Proficiency Test (see Section 25.710).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 25.92 Endorsement for Visiting International Educator

The procedure and requirements described in this Section shall apply when Illinois school districts conduct formal recruitment programs outside the United States to secure the services of qualified teachers. All teachers recruited for employment on a J-1 visa shall apply for and receive the ELS-VIT.

- a) The school district that is seeking to recruit teachers shall enter into a written agreement with the State Board regarding its recruitment program, shall provide assurances as the State Board may require regarding compliance with applicable procedures, training of representatives, and support for candidates employed under the program. In accordance with Section 21B-20(2)(I) of the Code, the school district also shall be responsible for preliminary verification that each candidate:
 - 1) *holds the equivalent of a minimum of a bachelor's degree issued in the United States;*
 - 2) *has been prepared as a teacher at the grade level for which the candidate will be employed;*
 - 3) *has adequate content knowledge in the subject matter to be taught; and*
 - 4) *has an adequate command of the English language.*
- b) A representative of the recruiting school district shall review the equivalence of each candidate's degree to a bachelor's degree earned in the United States, the concentration of the candidate's coursework in the area of potential teaching assignment, and the grade levels for which the candidate has been prepared, using foreign credential evaluation reports provided by State Board-approved evaluation companies, pursuant to Section 25.425(c). ~~reports of foreign educational systems furnished by the National Association of Foreign Student Affairs (AFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO).~~
- c) A representative of the recruiting school district who has been trained by the State Board or its designee in the use of the required instruments shall confirm evidence of each candidate's English proficiency in one of the following ways:

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- 1) A candidate's degree from an institution of higher education in which the mode of instruction was English;
 - 2) A candidate's major in the English language; or
 - 3) Passing scores on the Test of English as a Foreign Language (TOEFL iBT), the Cambridge English Assessment with Common European Framework of Reference for Languages (CEFR) results, or any other English language exam approved by the State Superintendent in consultation with the SEPLB.
- d) The recruiting school district shall provide a report to the State Superintendent Board outlining the district's conclusions regarding each candidate whose eligibility it considers to have been verified. This report shall provide or summarize at least:
- 1) the information that has led the district to conclude that the individual's degree should be considered the equivalent of a bachelor's degree earned in the United States;
 - 2) how the district has identified the grade levels for which the individual has been prepared;
 - 3) the information that has led the district to conclude that the coursework completed by the individual is at least comparable to a major in the field of specialization and that the individual has passed a test that provides evidence of subject-matter competency; and
 - 4) evidence of English language proficiency.
- e) Either the recruiting district or the candidate shall furnish to one of the evaluation services identified in Section 25.425(~~d~~) the candidate's university transcript, the diploma reflecting the degree granted, and the results from the comprehensive terminal examination or the periodic formal examinations required by the university where the candidate completed teacher preparation, as applicable, along with translations of all these materials into English. Approved evaluation service providers shall submit official translated evaluation reports, inclusive of the criteria required in Section 25.425(c)(1), to the State Superintendent.

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- f) The recruiting school district shall ~~review and analyze the procedures that exist in the country where recruitment is being conducted for ascertaining individuals' criminal history. The district shall provide the State Board with a description of those procedures and shall affirm:~~
- 1) that the individual has been issued a J-1 visa by the U.S. Department of State in accordance with federal law; ~~that the procedures have, to the district representative's knowledge, been performed with respect to each potential candidate;~~
 - 2) that each potential candidate is of good character, as defined in Section 21B-15 of the Code; and
 - 3) that the district will require the candidate to undergo State and federal background checks, as specified in Section 10-21.9 or 34-18.5 of the Code, prior to employment in the district. ~~no candidate recommended by the district as potentially eligible to teach in Illinois would be disqualified under Section 10-21.9(c) of the Code.~~
- g) Upon receipt and verification of the information and documents identified in subsections (c), (d), and (f), confirmation of the individual's eligibility from the evaluation service to which credentials were submitted under subsection (e), and an application for the educator license with stipulations endorsed for visiting international educator from the individual, accompanied by the fee required by Section 21B-40 of the Code, the State Board shall issue an educator license with stipulations endorsed for visiting international educator in the content-area, grade levels, bilingual language, and foreign language the individual is qualified to teach. The individual shall not be required to pass any test that forms part of the Illinois Licensure Testing System (see Subpart I) in order to qualify for this license. An individual with an educator license with stipulations endorsed for visiting international educator may teach that individual's native language without formal preparation as a teacher of that language, provided that it was the language of instruction in the program completed.
- h) The educator license with stipulations endorsed for visiting international educator shall be valid until June 30 immediately following five years after the endorsement being issued and shall not be renewable. The licensee shall pay the

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fee required by Section 21B-40 of the Code to register the license with the regional superintendent in the region where the teaching will be done.

- i) A holder of an educator license with stipulations endorsed for visiting international educator shall be permitted to teach in bilingual education programs in the language that was the medium of instruction in the holder's teacher preparation program.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.95 World Language Endorsement for the Transitional Bilingual Educator

The requirements of this Section apply to individuals holding an educator license with stipulations endorsed for transitional bilingual educator who wish to apply for a world language endorsement on that license. The requirements of Section 25.100, rather than the requirements of this Section, apply for individuals seeking to add a world language endorsement on a PEL.

- a) In accordance with Section 21B-20(2)(H) of the Code, each applicant for a world language endorsement on an educator license with stipulations shall demonstrate proficiency in the language for which the endorsement will be issued by passing the applicable test (see Section 25.710) in the non-English language in which world language endorsement is sought; holding an Illinois State Seal of Biliteracy in the language that coincides with the endorsement sought on the license; or achieving working fluency or higher on the Global Seal of Biliteracy in the language that coincides with the endorsement sought on the license.
- b) The educator license with stipulations shall be endorsed for a specific world language for which proficiency was demonstrated pursuant to subsection (a). The world language endorsement shall be valid for the same validity period as the license and shall expire when that license expires.
- c) An individual holding an educator license with stipulations endorsed for world language shall be qualified to teach the world language of the endorsement in any of PK-12.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)

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The requirements set forth in this Section apply to the receipt of an ECE endorsement (valid for teaching self-contained general education) issued for birth to grade 2.

- a) The endorsement for ECE shall be affixed to the ~~(PEL)~~.
- b) Each candidate for a PEL endorsed in ECE shall complete the requirements set forth in Section 25.25. Illinois-approved programs shall include:
 - 1) coursework that addresses the physical and life sciences as defined by the Illinois Articulation Initiative~~physical, life, and earth and space sciences;~~ and
 - 2) coursework that addresses the social sciences~~history, geography, civics and government, and economics of Illinois, the United States, and the world.~~
- c) Each candidate enrolled in an Illinois approved program 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) An individual who holds a valid PEL with an elementary education, middle grades, secondary, or special teaching endorsement shall receive an ECE endorsement if the individual has successfully completed 18 semester hours of college-level coursework addressing each of the following areas specific to or inclusive of ECE and by passing the test required by Section 25.720. Additional coursework addressing topics in subsection (d)(2) or (d)(3) shall be taken if needed to total 18 semester hours.
 - 1) Child growth and development.
 - 2) Planning and assessment.
 - 3) Methods and content pedagogy.
 - 4) Literacy methods.
 - 5) Collaborative relationships with family or communities.

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- e) Any candidate completing an ECE 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 to receive the ECE endorsement under this Section.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)

The requirements set forth in this Section apply to the receipt of an elementary education endorsement (valid for teaching self-contained general education).

- a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to a PEL.
- b) Each candidate for a PEL endorsed in self-contained general elementary education shall complete the requirements set forth in Section 25.25. Illinois approved programs shall include:
- 1) coursework that addresses ~~the physical, life, and earth and space sciences;~~ and
 - 2) coursework that ~~addresses the social sciences address history, geography, civics and government, and economics of Illinois, the United States, and the world.~~
- c) Each individual enrolled in an Illinois-approved program shall complete field experiences and student teaching, as required by Section 25.620.
- d) An individual who holds a valid PEL endorsed for provisional educator with an ECE, middle grades, secondary, or special teaching endorsement shall receive a self-contained general elementary education endorsement if that individual has successfully completed college-level coursework addressing each of the following areas specific to or inclusive of elementary education and by passing the test required by Section 25.720. (Additional coursework addressing topics in subsection (d)(3) shall be completed if needed to total 18 semester hours.):

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- 1) Growth and development.
- 2) Planning and assessment.
- 3) Methods and content pedagogy.
- 4) Literacy methods.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.99 Endorsement for the Middle Grades (Grades 5 through 8)

The requirements set forth in this Section apply to the receipt of a middle grade endorsement issued for grade 5 through grade 8.

- a) A subject-specific endorsement for the middle grades of 5 through 8 shall be affixed to a PEL.
- b) Each candidate for a PEL endorsed for the middle grades shall complete the requirements set forth in Section 25.25. As applicable to the specific middle-grades subject area of the endorsement, an Illinois approved program shall include the following:
 - 1) for a middle-grades math endorsement, 1824 hours of math content, which shall include three hours of content-specific methods focused on the middle grades;
 - 2) for a middle-grades literacy endorsement, 1824 hours of literacy content, which shall include three hours of content-specific methods focused on the middle grades;
 - 3) for a middle-grades science endorsement, 1824 hours of science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas:
 - A) physical sciences;
 - B) life sciences; and

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- C) earth and space sciences; or
- 4) for a middle-grades social science endorsement, 1824 hours of social science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas, in relation to Illinois, the United States, and the world:
- A) history;
- B) geography;
- C) civics and government; and
- D) economics.
- c) Each individual enrolled in an Illinois-approved program shall complete field experiences and student teaching, as required by Section 25.620.
- d) An individual who holds a valid PEL with an ECE, elementary education, middle-grades, secondary, or special teaching endorsement shall receive a content-specific middle grades endorsement if that individual has successfully completed 18 semester hours of college-level coursework addressing each of the following areas specific to or inclusive of the middle grades and by demonstrating attainment of the relevant standards by passing the test required by Section 25.720:
- 1) content-specific methods; and
- 2) content coursework specific to the content area sought.
- e) A licensee holding the middle-grades endorsement instead of the elementary education endorsement on the PEL may teach in grades 5 or 6 in a self-contained general education setting if the licensee has a minimum of six semester hours of coursework in each content area to be taught for which the licensee does not hold a content-area endorsement issued under subsection (a).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.100 Teaching Endorsements on the Professional Educator License

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Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were issued before July 1, 2013. 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 must have been passed with a grade no lower than "C-" or equivalent and be posted on the individual's official transcript in order to be counted towards fulfillment of the applicable requirements. If the Governor declares a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act, Illinois educator preparation providers shall be exempt from the "C-" or higher provision when entitling candidates for licensure if the candidates are already enrolled in an educator preparation course.

a) Secondary Education Science and Social Science Endorsements

- 1) 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 world 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 the licensee 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 that teacher holds a content-specific endorsement in science – physics or science – chemistry.
- 2) At least 12 semester hours must be in the specific science or social science area sought (e.g. biology or political science), and 6 semester hours must be taken in at least one other science or social science area (as applicable to the endorsement sought.) Applicants for a science endorsement must complete coursework in both the biological sciences (biology, ecology/environmental science) and physical sciences (chemistry, earth & space science, physics.)

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- b) Science and Social Science Endorsements Issued Prior to July 1, 2004. 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 Code and meet the applicable requirements of this Section.
- c) Endorsements at Time of Issuance of the Professional Educator License
- 1) Pursuant to Section 21B-25 of the Code, each PEL *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 PEL 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 18 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 and has passed the applicable content-area test.
- d) Endorsements with No Tests

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.

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- 1) For an applicant who is receiving an Illinois PEL 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 (h) shall apply to the issuance of endorsements in safety and driver education.
 - 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 endorsement in one of these subjects, other than an endorsement in safety and driver education, shall present evidence of completion of 18 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 (h).
- e) Addition of Endorsements to Currently Held PELs
An individual who holds a valid PEL shall apply for additional endorsements using the ELIS and pay the fee required under Section 21B-40 of the Code.
- 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.
 - 2) Subject of Endorsement
 - A) An endorsement will be issued for any subject in which the individual:
 - i) holds a valid PEL with an early childhood, elementary, middle grades, secondary, or special teaching endorsement and meets the requirements of subsection (d), (f), (g), ~~or (h), (i), (k), or (l)~~; or
 - ii) for other content areas not referenced in subsection (e)(2)(A)(i), holds a valid PEL with an early childhood,

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elementary, middle grades, secondary, or special teaching endorsement and:

- has accumulated 18 semester hours of college credit demonstrably related to the subject area, from one or more regionally accredited institutions of higher education; and
- has passed the applicable content-area test.

~~B)~~ ~~Individuals who hold one world language endorsement may add additional world language endorsements by passing the applicable content-area test.~~

~~B~~C) Individuals who hold one senior high science or social science endorsement may add additional senior high endorsements in the same subject (i.e., science or social science) by completing 12 semester hours of content specific coursework or by passing the applicable content-area test.

~~C~~D) An individual who holds a PEL endorsed for an area outside of teaching shall receive any of the teaching endorsements identified in this Part by:

- i) passing the tests required by Section 25.720;
- ii) completing a State-approved program in the subject area sought or a comparable program, as defined in Section 25.425(a), offered out of state;
- iii) completing a student teaching experience that meets the requirements of Section 25.620; and
- iv) completing applicable subject area requirements outlined in this Section.

f) Requirements for Reading Teacher and Reading Specialist Endorsements
Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is a teacher whose assignment

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involves teaching reading to students. A reading specialist is a teacher whose assignment involves the provision of technical assistance 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 PEL and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when the individual presents evidence of:

 - A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) required by Section 25.720; and
 - B) having completed 18 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, support, materials, and resources; and
 - v) literature appropriate to students across all grade ranges.
- 2) Reading Specialist

A) Each candidate for the reading specialist endorsement shall present evidence of two years of teaching experience either on an 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

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endorsement on the PEL when that candidate presents evidence of having completed the teaching experience required under this subsection (f)(2)(A).

- B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.
 - 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 for a PEL endorsed for reading specialist shall meet the requirements set forth in Section 25.25.
- g) Requirements for Early Childhood, Elementary, Middle Grades, and Bilingual Education Endorsements
- 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 teacher, reading specialist, gifted education teacher, gifted education specialist, and library information specialist assignments in the middle grades.

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- 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 Language.
 - 4) The requirements of Section 25.96, rather than the requirements of this Section, shall apply to credentials and assignments in ECE.
- h) Requirements for Safety and Driver Educator Endorsements
An endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 18 semester hours of college credit in the field, distributed as follows:
- 1) 3 semester hours in injury prevention or general safety;
 - 2) 9 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 on-street teaching under the supervision of a qualified driver education teacher, advanced driver education, and emergency evasive driving maneuvers; and
 - 3) 6 semester hours chosen from at least two of the following areas:
 - A) first aid;
 - B) psychology of adolescents or young adults;
 - C) any safety-related issue relevant to driver education;
 - D) advanced driver education in the use of simulation and multiple car programs;
 - E) health and wellness;

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- F) care and prevention of injuries;
 - G) issues related to alcohol or drug abuse; or
 - H) driver education for students with disabilities.
- i) Requirements for Gifted Education and Gifted Education Specialist Endorsements
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 assistance 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 PEL endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special teaching, shall be eligible to receive this additional endorsement on that license when that individual presents evidence of:
- A) having passed the applicable content-area test required by Section 25.720; and
 - B) having completed 18 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

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- iii) theoretical and research-based data necessary for the development of programs, curriculum, and instructional sequences for gifted children, especially those serving gifted students from diverse populations.
- 2) Gifted Education Specialist
- Each candidate for the gifted education specialist endorsement shall hold a PEL 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.
- 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 PK-12 approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that aligns to the standards set forth at 23 Ill. Adm. Code 27.480 (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 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 a PEL for assignment in any of grades PK-12.

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- j) Requirements for Dual Credit Endorsements
A dual credit endorsement, as described in Section 20 of the Dual Credit Quality Act [110 ILCS 27], shall be added to the PEL of qualified instructors who request the endorsement in ELIS and submit evidence of qualification in a format specified by the State Board.
- 1) Qualified instructors must hold a qualifying master's degree and have completed 18 semester hours of graduate coursework appropriate to the subject being taught, as defined in 23 Ill. Adm. Code 1009.30(a)(2)(A)(i) and 1501.313(a)(2)(A), ~~or has a professional development plan pursuant to 110 ILCS 27/20(1)(B) and 23 Ill. Adm. Code 1501.313.~~
 - 2) Endorsements are valid for teaching dual credit courses in grades 11 and 12.
 - 3) Dual credit endorsements are available in the following content areas:
 - A) Biology.
 - B) Calculus.
 - C) English Compositions.
 - D) English Literature.
 - E) General Math.
 - F) History.
 - G) Psychology.
 - H) Speech.
 - I) Statistics.
 - 4) Dual credit endorsements are not required to provide instruction for dual-credit courses.

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- k) Requirements for Elementary Mathematics Specialist Endorsements
Special provisions shall apply to the issuance of endorsements for elementary mathematics specialists. An elementary mathematics specialist is a teacher whose assignment involves the provision of technical assistance or professional development to other teachers, supporting the improvement of mathematics teaching and learning, and may also include teaching mathematics to students in grades 1 through 6.
- 1) Each candidate for the elementary mathematics specialist endorsement shall present evidence of two years of teaching experience either on an educator license issued by the State Board of Education 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.
 - 2) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.
 - 3) Each candidate shall have completed a 1-6 elementary mathematics specialist preparation program approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state.
 - 4) Each candidate for a PEL endorsed for elementary mathematics specialist shall meet the requirements set forth in Section 25.25.
 - 5) As part of an elementary mathematics specialist program, each candidate must complete 18 semester hours of coursework in mathematics coursework (as posted on the individual's official transcript), including fieldwork and a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed in the coursework:
 - i) mathematical content knowledge;
 - ii) mathematical practices;
 - iii) development of mathematical understanding in elementary education;

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- iv) elementary mathematics pedagogy and assessment; and
 - v) leadership and adult learning.
- 1) World Language Endorsements
- 1) Individuals who hold one world language endorsement may add additional world language endorsements by passing the applicable content-area test, holding the Illinois State Seal of Biliteracy that coincides with the endorsement sought, or by achieving working fluency or higher on the Global Seal of Biliteracy that coincides with the endorsement sought.
 - 2) Individuals who hold a bilingual education endorsement may add a world language endorsement in the same language by passing the applicable content-area test, by holding the Illinois State Seal of Biliteracy in the target language, or by achieving working fluency or higher on the Global Seal of Biliteracy in the target language.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL
EDUCATORS IN THE STATE OF ILLINOIS

Section 25.110 Definitions

As used in this Subpart C:

"Code" means ~~the~~The Illinois School Code[105 ILCS 5].

"Completer" means an individual who has successfully completed all of the requirements of an educator preparation program.

"Educator Preparation Provider" or "EPP" means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals.

"Enrollment" means any candidate who:

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has accumulated at least 60 semester hours (or equivalent) of undergraduate credit at their home institution and has declared intention to graduate with an undergraduate major or minor leading to educator licensure, or

is a graduate or post-baccalaureate candidate who is registered as a candidate in a licensure-track program.

"Institution" means an Illinois institution of higher education, an out-of-state college or university granted authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, or a not-for-profit educational entity subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5].

"Institutional Report" means documentation submitted with an application for recognition that meets the conditions set forth in Section 25.115 and includes an educator preparation program proposal for each program for which the institution wishes to be approved.

"National Accreditation" means accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) or the Council for the Accreditation for Educator Preparation (CAEP), both of which provide national evidence-based accreditation processes to ensure that educator preparation programs are of high quality and support continuous improvement.

"Program" or "Preparation Program" means a program that leads to licensure.

"Program Proposal" means the document that meets the requirements of Section 25.120 and, upon confirmation by SBE licensure review team staff and consultation with SEPLB, provides evidence of the institution's alignment to applicable standards and criteria necessary for State approval of any proposed educator preparation program.

"State Reauthorization" or "State Reauthorized" means a program authorized pursuant to this Subpart C.

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education

The procedures set forth in this Section shall apply to the initial approval or redesign of educator preparation programs established by EPPs that are already recognized. Additional considerations for approval of programs for foreign language are stated in Section 25.147.

- a) The institution shall submit to the State Superintendent a program proposal meeting the requirements set forth in this subsection (a). As applicable to the program being proposed, requirements in addition to this subsection (a) may be found in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) and 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois).
 - 1) Evidence that the proposed program meets the applicable professional education and content-area standards established by the State Board in rule; the standards shall include:
 - A) the applicable content standards set forth at 23 Ill. Adm. Code 20, 21, 23, 26, 27, 28, 29, 30, or 33;
 - B) the standards set forth at 23 Ill. Adm. Code 24 (Culturally Responsive Teaching and Leading Standards for All Illinois Educators~~Teachers~~); and
 - C) the State Board's Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555. Appendix A to the extent that educators understand the standards and how they apply to students in PK-12.
 - 2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the institution.
 - 3) A description of the program assessments to be used, as relevant to the program being proposed, and how the faculty will collect, analyze, and use the data from the assessments used.

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- 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and faculty members' qualifications for their positions.
 - 5) A description of the course of study, field experiences, and clinical practice. The descriptions of field experiences and clinical practices shall include:
 - A) the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics;
 - B) the measures taken to ensure that candidates gain experience with technology relevant to the profession; and
 - C) the program's requirements for faculty supervision of field experiences and clinical practice.
 - 6) The proportion of coursework offered virtually.
 - 7) Policies and procedures that EPP program staff shall follow when identifying individual licensure pathways for candidates based on prior coursework, experience, and knowledge.
- b) After consideration of the proposal, SEPLB shall recommend that the State Superintendent either:
- 1) Approve the proposed new educator preparation programs, thereby authorizing the EPP to conduct the programs and to recommend candidates for licensure by entitlement; or
 - 2) Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs.
- c) Actions following upon the recommendation to the State Superintendent shall be as described in Section 25.160.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 25.127 Requirements for Annual Reporting, Program Reauthorization, and Entitlement Audits

- a) Annual Program Reporting

Each EPP shall submit to the State Board the data and information set forth in this subsection (a) annually. The data and information shall be used by the State Board as part of its review of an EPP and its programs for State reauthorization.

 - 1) No later than April 30 annually, each State-reauthorized EPP shall submit data and other information relative to the domain and indicators of the EPP Continuous Improvement and Accountability System listed in subsections (a)(1)(A) through (~~ED~~) for the prior reporting year (i.e., September 1 through August 31).
 - A) Candidate Selection and Completion
 - i) Academic Strength – Candidate and completer grade point average (GPA)
 - ii) Candidate and Completer Diversity and Demographics – Proportion of diverse candidates and completers
 - iii) Teaching Promise – Candidate score on disposition assessment (assessment is to be determined and data not yet collected)
 - B) Knowledge and Skills for Teaching
 - i) Mastery of Teaching Subjects – Candidate performance on Illinois Content Area Tests described in Section 25.720
 - ii) General Teaching Skill – Candidate performance on Teacher Performance Assessment described in Section 25.720
 - iii) Preparedness – Completer, Novice Teacher, and Supervisor perception of preparation for role as an educator

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- C) Performance as Classroom Teachers
Demonstrated Teaching Skill – Aggregate data on completer effectiveness from the performance evaluations conducted under Article 24A of the Code
 - D) Contribution to State Needs
 - i) Completers in High Needs Subjects – Completers who received an initial license in State identified high needs subjects
 - ii) Placement – Completers who received an initial license who are employed in an Illinois public school
 - iii) Persistence – Completers who persist in being employed in an Illinois public school
 - E) Other domains and indicators as deemed necessary by the State Board
- 2) Each institution shall make program completers' pass rates on tests required for receipt of professional educator licensure pursuant to this Part and other information required by Title II of the Higher Education Act (20 USC 1027) readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors, and prospective employers of the institution's program completers.
 - 3) Each EPP shall include in its annual report to the State Board its policy on Teacher Performance Assessment plagiarism and cheating, including the EPP's options for disciplinary action.
 - 4) State Board staff may visit a recognized institution at any time, with one day's advance notice, and may ask to speak with faculty, candidates, or administrators. All records shall be made available to State Board staff upon request.
- b) The State Board shall annually notify programs of ratings received in the Continuous Improvement Accountability System and of the status of their

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reauthorization. Programs shall receive an overall rating of Exemplary (Reauthorized with Distinction), Commendable (Reauthorized), Developing (Conditional Reauthorization), and Needs Improvement (Probationary Reauthorization). Programs that receive an overall rating lower than commendable shall submit action plans to be reviewed by State Board staff and SEPLB for feedback. Programs that receive a “needs improvement” rating may be subject to further review and action by State Board staff in consultation with SEPLB.

- c) Changes to Approved Programs
 - 1) Using a format identified by the State Superintendent, an EPP may request changes to one or more currently approved programs by submitting documentation of the proposed changes no later than 60 days prior to the date the changes will take effect.
 - 2) State Board staff shall review the proposed changes and, within 30 days, approve or deny the changes.
- d) Audit of Licensure Entitlements
 - 1) Pursuant to Section 21B-25 of the Code, the State Board shall conduct audits of recognized institution licensure entitlements.
 - 2) An audit of each institution shall be conducted at least once every five years in accordance with Section 21B-25 of the ~~School~~ Code. Data and information from the audits shall be used to determine if the EPP has met the requirements of Section 21B-100 of the Code and this Subpart.
 - A) Institutions undergoing an entitlement audit must submit requested documentation to the State Board staff within six weeks after the request is made.
 - B) State board staff must review evidence submitted by the institution and, no later 60 days after receipt of the report, must either:
 - i) Find the evidence submitted to be adequate and notify the institution that no further action is required; or

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- ii) Find the evidence submitted to be inadequate and submit to the institution a report of initial inadequacies.
- C) No later than 30 days after receipt of the report, institutions with initial inadequacies shall supply State Board staff with additional evidence addressing the deficiencies identified in the report.
- D) State Board staff must review the additional evidence submitted by the institution and, no later than 30 days after receipt of the submittal, must either:
 - i) Find the evidence submitted to be adequate and notify the institution that no further action is required; or
 - ii) Find the evidence submitted to be inadequate.
- E) In the event that a determination is made that the requirements set forth in Section 21B-100 of the Code or this Part have not been met, the provisions of Section 25.130 shall apply.
- F) State Board staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with licensure officers, candidates, or administrators if they find a deficiency or any other problem during the audit that needs to be addressed. All records shall be made available to State Board staff upon request.
- G) Institutions identified as in violation of Section 21B-100 of the Code must submit a remediation plan no later than June 30 of the audit year.
 - i) The plan shall include remedies identified by State Board staff and SEPLB, as well as internal procedures for improvement;
 - ii) The plan shall include a timeline for implementation; and
 - iii) The plan and timeline shall be approved by State Board staff prior to implementation.

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- H) When subsection (d)(2)(D)(ii) is applicable, an institution shall not enter any additional entitlements until evidence that remedies issues identified by State Board staff have been implemented.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.160 Notification of Recommendations; Decisions by State Board of Education

- a) State Board staff shall notify an affected institution in writing no later than 10 days after final decisions have been made pursuant to this Subpart C regarding institution recognition and ~~new or continuing program approval~~. Program reauthorization statuses shall be posted annually in the Illinois Educator Preparation Profiles (IEPP). Programs requiring further action due to ratings received on the IEPP shall be notified by the State Superintendent in writing of the required action.
- b) Within 10 days after receipt of written notification from State Board staff under subsection (a), an affected EPP may submit a notice of objection to the State Superintendent. This narrative and any supporting documentation shall be submitted to the State Superintendent no later than 30 days after the institution submits its notice of objection. The State Superintendent shall forward to the State Board for consideration at its next available meeting the recommendation made by SEPLB and the institution's narrative explanation of its objections and shall inform SEPLB that these materials have been submitted for the State Board's consideration. The State Board may accept, modify, or reverse a recommendation of SEPLB.
- c) No more than 30 days after the State Board makes its decision, the State Superintendent shall notify the institution in writing of the State Board's action.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.170 Licensure Officers

Each educator preparation provider (EPP) recognized pursuant to Section 25.115 shall assign one or more individuals to serve as a licensure officer, whose duties shall include confirming candidate eligibility for licensure and entitling candidates for licensure upon program completion.

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a) Licensure Officer

- 1) Pursuant to Section 21B-100 of the Code, licensure officers are required to attend training conducted by the State Superintendent of Education and review new legislation and administrative rules as such become available.
- 2) Each EPP shall identify at least one primary licensure officer and at least one secondary licensure officer who will perform the primary licensure officer's duties in their absence.
- 3) Upon hiring a new licensure officer, each EPP dean or designee shall notify the State Superintendent, in writing, of the new licensure officer's name and contact information. This notification must be submitted no later than 10 business days after the individual begins the position.
- 4) Each new licensure officer shall be required to attend a training session hosted by the State Superintendent prior to entitling any candidate for licensure.
- 5) The licensure officer shall serve as the main point of contact between the institution and the State Superintendent during entitlement audits.

b) Entitling Candidates for Licensure

- 1) Upon enrollment, licensure officers shall provide each candidate with written documentation detailing how to create an ELIS account and how to apply for an entitlement.
- 2) Within 30 days of a candidate's enrollment in a program, licensure officers shall place each candidate in "pre-completion" status in ELIS.

(Source: Added at 46 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.225 Endorsement for School Counselors

- a) The school counselor endorsement shall be affixed to a PEL.

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- b) Each individual seeking a PEL endorsed for school counselor shall complete the requirements set forth in Section 25.25.
- c) Each individual seeking the school support personnel endorsement for school counselor shall hold a master's or higher degree awarded by a regionally accredited institution of higher education in school counseling.
- d) Each individual shall:
 - 1) complete an Illinois program approved for the preparation of school counselors pursuant to Subpart C or a comparable approved program in another state or country (including an internship); or
 - 2) hold a comparable certificate or license issued by another state or country (see Section 25.425).
- e) If completing an Illinois approved program, each individual must complete a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Each individual must also complete a structured and supervised internship that is part of an approved program.
 - 1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case, at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.
 - 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate

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to the needs of school-aged children and prepare the candidate to function as a school counselor.

- 3) As part of an approved program, each individual shall complete coursework addressing:
 - A) the structure, organization and operation of the educational system, with emphasis on PK-12 schools;
 - B) the growth and development of children and youth, and their implications for counseling in schools;
 - C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
 - D) effective management of the classroom and the learning process.
- f) The following experience shall be honored in lieu of an internship:
 - 1) one year of professional experience as a school counselor on a valid, comparable out-of-state certificate or license that allows the holder to work as a school counselor in that state's public schools; or
 - 2) one year of full-time experience working as a school counselor on a short-term approval and a proficient or higher evaluation rating.
- g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710) subject to the provisions of Section 25.720.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.250 Standards for Speech-Language Pathologists

A support personnel endorsement as a speech-language pathologist shall be available to holders of the PEL who demonstrate that they meet the standards set forth at 23 Ill. Adm. Code 28.230 by completing an approved program and passing the relevant test. These individuals shall not be required to meet the Illinois Professional Teaching Standards set forth in the Culturally Responsive Teaching and Leading Standards for All Illinois Educators/Teachers (23 Ill. Adm.

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Code 24) or the Initial Teacher Preparation Program Standards for All Special Educators (23 Ill. Adm. Code 28.100).

- a) An individual who holds a speech-language pathologist's credential may serve as part of a team that includes a licensed teacher and may provide instructional support to that teacher or to students in regard to academic subjects. However, that individual shall not be the educator responsible for the academic instruction of students in a class or the sole teacher in a classroom.
- b) An individual who holds a speech-language pathologist's credential may provide any service that constitutes speech-language therapy, regardless of the setting in which the service is delivered. That is, the speech-language pathologist may provide therapeutic services as the sole professional in an individual or group setting.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.400 Registration of Licenses; Fees

Section 21B-40 of the Code requires the registration of an individual's educator license (i.e., PEL, educator license with stipulations, or substitute teaching license) and establishes the amount of the registration fee to be paid for each full or partial year in the license's validity period. An individual shall register the license immediately (i.e., before January 1 of the next fiscal year) after the date on which the license initially was issued and between April 1 and June 30 in the last year of each 5-year renewal cycle. (See Sections 21B-40(a)(4) and 21B-45(k) of the Code.) Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

- a) An individual shall pay a separate fee to register each license held (i.e., PEL, educator license with stipulations, or substitute teaching license) for the license's period of validity (i.e., the time period during which the license is valid). An individual who does not hold an educator license but who has an approval issued pursuant to this Part is not subject to the requirements of this Section.
- b) An individual is required to register a license in each region where the individual teaches or in any county of the State, if the individual is not yet employed, but is required to pay a registration fee in only one region. Therefore, an individual who

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moves from one region to another after paying a registration fee for a particular period of time:

- 1) shall be required to register the license in the new region; but
 - 2) shall not be required to pay any additional registration fee.
- c) When a registration fee is paid, the amount due shall be the amount required to register the license for its entire period of validity.
- d) Pursuant to Section 25.450, a licensee may reinstate the license if it has lapsed (i.e., become invalid for employment due to failure to register the license) by payment of all accumulated registration fees and either payment of the penalty or completion of the coursework required under Section 21B-45 of the Code. The amount due for each year in the renewal cycle shall be the fee that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.
- e) The provisions of subsection (d) do not apply to individuals who are ineligible to register their licenses due to the renewal requirements set forth in Section 21B-45 of the Code and Subpart J not being met by September 1 of the year in which the license expired. A license subject to this subsection (e) shall be reinstated:
- 1) upon payment of all accumulated registration fees;
 - 2) either payment of the penalty or completion of the coursework required under Section 21B-45 of the Code; and
 - 3) completion of any outstanding professional development activities required for renewal.
- f) ~~The current annual registration fee amount shall be owed for each year amount of the fee that was in effect for any given year shall remain in effect for that year,~~ regardless of when the fee is paid.
- g) In accordance with Section 21B-45(e)(5) of the Code, *a licensee working in a position that does not require a professional teaching license or an educator license with stipulations or working in a position for less than 50 percent of full-time equivalency for any particular school year is considered to be exempt and*

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shall be required to pay only the registration fee in order to renew and maintain the validity of the license.

- h) In accordance with Section 21B-45(e)(6) of the Code, a licensee with a license in retired status *shall not be required to pay registration fees until returning to a position that requires educator licensure. Upon returning to work in a position that requires the PEL, the licensee shall immediately pay a registration fee and complete renewal requirements for that year.* (See Subpart J regarding renewal requirements.) The requirements of this subsection (h) do not apply to a licensee whose license is in retired status, who holds a PEL, and who works only as a substitute teacher for less than 50 percent of full-time equivalency for any particular school year.
- i) An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and a charter school.
- j) The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more licenses shall have the effect of extending the period of validity of any other license that is subject to additional renewal requirements that have not been met.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.425 Individuals Prepared in Out-of-State Institutions

- a) In accordance with Section 21B-35 of the Code, an applicant who was prepared in 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 that applicant meets all the generally applicable requirements of Article 21B of the 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.

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- 1) Each out-of-state applicant shall have passed each of the tests required for the PEL and the endorsement sought, as set forth in Section 21B-30 of the Code and Section 25.720.
- 2) In accordance with Section 21B-30(f) of the Code, beginning ~~September~~July 1, 2015, each applicant who has not been entitled by an Illinois-approved institution of higher education for a PEL endorsed in a teaching field shall pass the teacher performance assessment (TPA) (see Section 25.720(c) of this Part). If the applicant has not met the requirement to pass the TPA, the applicant may:
 - A) 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, during which time the TPA shall be completed; or
 - B) for purposes of meeting both the requirements of Section 21B-30(f) of the Code and this subsection (a)(4), an applicant who provides evidence with an application of having at least one year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on the most recent performance evaluation shall not be required to pass the TPA.
- b) An individual may receive additional endorsements on a PEL 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 Code, ~~including the coursework required under subsection (a)(2)(A).~~
 - 1) After reviewing the documents submitted, the service shall provide to the State Superintendent ~~an official translated evaluation report~~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.

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- 2) The ~~evaluation report~~transcript provided by the service pursuant to subsection (c)(1) shall be reviewed to determine whether the individual qualifies for a PEL and the endorsements for which application was made; if so, the individual shall receive the license and the endorsements indicated by the coursework completed.
- 3) If the review of the individual's transcript indicates that the individual does not qualify for a PEL and the endorsements for which application was made, the individual 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 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.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.430 Short-Term Approval for Teachers at All Grade Levels

Subject to the provisions of this Section, an individual may receive short-term approval for assignment in a position in which that individual does not hold necessary qualifications. Nothing in this Section is intended to modify existing endorsement requirements pursuant to Section 25.100.

- a) Applicability
 - 1) The short-term approvals described in this Section shall be available for application until June 30, 2023 with respect to:
 - A) individuals who hold a PEL endorsed in a teaching area but lack full qualifications in a content area; or
 - B) individuals who do not hold a PEL but possess adequate content knowledge for the area to be taught.

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- 2) The short-term approval shall be available in 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.
 - 3) The short-term authorization described in this Section shall not be available with respect to:
 - A) special education teaching positions; or
 - B) driver's education positions.
- b) Application Procedures for Individuals Who Hold a Professional Educator License
- 1) A licensed teacher seeking short-term approval under this Section shall file an application in the ELIS.
 - 2) The application for short-term approval shall be approved by the State Superintendent if the applicant provides proof of completion of nine semester hours of college coursework in the content area of assignment or provides proof of passing the content-area test for the assignment.
- c) Application Procedures for Individuals Who Do Not Hold a Professional Educator License
- 1) An individual seeking short-term approval under this Section shall file an application in ELIS.
 - 2) The application for short-term approval shall be approved by the State Superintendent if the applicant meets the following requirements:
 - A) provides proof of holding at least a bachelor's degree in the content area sought, or a bachelor's degree in any area and 32 semester hours of content-specific coursework in the area to be taught;

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- B) provides an assurance, signed by the hiring district, of the mentoring, instructional coaching, and supervision the individual will receive pursuant to subsection (c)(3).
 - C) provides evidence of passing the required content test pursuant to Section 25.720; and
 - D) provides the assurances specified under subsection (d).
- 3) District Mentoring and Instructional Coaching Plan
School districts employing individuals on a short-term approval earned under the provisions set forth in subsection (c)(2) must provide evidence of mentoring and instructional coaching that will be provided to the applicant.
- A) The applicant must receive instructional coaching and mentoring from an individual who holds a PEL endorsed in a teaching field.
 - B) Instructional coaching must occur on an ongoing basis. Coaches must schedule at least one meeting per week with the applicant and document those meetings with the hiring district.
 - C) Districts must provide evidence of meeting the requirements of this subsection (c)(3) by filing annual reports with their ROE on a format specified by the State Board. ROEs shall upload reports to each educator's ELIS account.
 - D) Districts must provide a signed statement of assurance that the supervision the individual will receive will be from an individual in the school of assignment who holds a PEL endorsed for general administration, principal, or superintendent.
- 4) Acquisition of the Professional Educator License
Individuals who work as teachers on the short-term approval shall receive the PEL in the content area of the short-term approval if the following requirements are met:
- A) The individual shall file an application for the PEL in ELIS prior to the approval expiring; and

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- B) The individual shall provide evidence of completing the requirements of Section 25.25.
- d) Filing of Information by School Districts
The employing entity hiring an individual under this Section shall file the following with the regional superintendent in a format designed by the State Superintendent:
- 1) a description of the vacant position, including the subject area and the grade level;
 - 2) a description of the entity's inability to fill the position with a fully qualified individual;
 - 3) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
 - 4) a statement of 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 and, if the teacher is employed by virtue of meeting the requirements of subsection (c), a description of the supervision, mentoring, and instructional coaching that individual will receive; and
 - 5) verification of enrollment or intent to enroll in coursework required as part of a State-approved educator preparation program, signed by the applicant.
- e) Validity
- 1) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full-State fiscal year after the approval was issued and shall not be renewed.
 - 2) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement or the PEL to continue teaching in the assigned area.

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- f) Each regional superintendent overseeing the entity that employs an individual for a position under this Section shall upload the information specified in subsections (b)(1) through (4), on a form supplied by the State Superintendent, into the ELIS account of the applicant prior to the State Superintendent issuing the application.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.432 Short-Term Approval for School Support Personnel

Subject to the provisions of this Section, an individual holding an active and current professional license issued by the Department of Financial and Professional Regulation or a national certification board, as approved by the State Board of Education, related to the approval area sought, may receive short-term approval for assignment in a position in which the individual does not hold necessary qualifications.

- a) Applicability
- 1) The short-term approvals described in this Section shall be available for application until June 30, 2023.
 - 2) The short-term approval shall be available in situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of an employee who was fully qualified for the assignment in question.
 - 3) Participation in the development and implementation of individualized education programs (IEPs) must be overseen by the State-approved director of special education or designee.
- b) Application Procedures and Validity
- 1) An individual seeking short-term approval under this Section shall submit an application in ELIS.
 - 2) The application for short-term approval shall be approved by the State Board if the applicant provides proof of meeting the following requirements:

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- A) Holds a master's degree or higher in the approval area sought (approvals for school nurse shall require a bachelor's degree or higher) from a regionally-accredited institution of higher education;
 - B) Holds State or national licensure (see subsection (d)); ~~and~~
 - C) Provides an assurance, signed by the hiring district, of the supervision the individual will receive from an individual in the school of assignment who holds a PEL endorsed for director of special education, principal, superintendent, or general administration;
 - D) Provides evidence of passing the required content test pursuant to Section 25.720; and
 - E) Provides the assurances specified under subsection (b)(4).
- 3) Acquisition of the Professional Educator License
Individuals who work as a school support personnel on the short-term approval shall receive the PEL upon approval expiration if the following requirements are met:
- A) The individual shall file an application for the PEL in the ELIS prior to the approval expiring; and
 - B) The individual shall provide evidence of completing the requirements of Section 25.25 and Subpart D as applicable to the endorsement sought.
- 4) Filing of Information by School Districts
The employing entity hiring an individual under this Section shall file the following with the regional superintendent in a format designed by the State Superintendent:
- A) a description of the vacant position, including the subject area and the grade level;

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- B) a description of the entity's inability to fill the position with a fully qualified individual;
 - C) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
 - D) a statement of assurance that the district will provide the educator to be employed with mentoring and high-quality professional development each year in the subject area of the approval.
 - E) verification of enrollment or intent to enroll in coursework required as part of a state-approved educator preparation program, signed by the applicant.
- c) Validity
- 1) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.
 - 2) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement or the PEL to continue teaching in the assigned area.
 - 3) ~~Applicants must earn the ISBE IEP privileges designation within one full fiscal year of earning the approval. If the designating is not earned by this date, the approval's validity may be changed to 'deficient', which would render it invalid for employment.~~
- d) Applicability of Professional Licensure and National Certification
- 1) The following national certifications, as applicable to the approval area sought, shall be used to meet the certification required by this Section:
 - A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;

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- B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;
 - C) Nationally Certified Counselor from the National Board for Certified Counselors; or
 - D) Certified School Social Work Specialist (C-SSWS) from the National Association of Social Workers.
- 2) The following professional licenses issued by the Department of Financial and Professional Regulation, as applicable to the approval area sought, shall be used to meet the certification required by this Section:
- A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65] for a registered professional nurse; and
 - E) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].
 - F) for a speech language pathologist clinical fellow (SLP-CF), evidence of an application or receipt of a temporary or permanent license issued under the Speech-Language Pathology Audiology Practice Act (225 ILCS 110).
- e) Each regional superintendent overseeing the entity that employs an individual seeking a position under this Section shall upload the information specified in subsection (b), on a form supplied by the State Superintendent, into the ELIS account of the applicant prior to the State Superintendent issuing the application.

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.433 Short-Term Approval for Paraprofessional

Subject to the provisions of this Section, an individual may receive a short-term approval for paraprofessional if the individual does not hold necessary qualifications for the Educator License with Stipulations endorsed for Paraprofessional (ELS-PARA). Nothing in this Section is intended to modify existing license requirements under Section 25.510.

- a) Applicability. The short-term approvals described in this Section shall be available for application until June 30, 2025.
- b) Application Procedures
 - 1) An individual seeking short-term approval under this Section shall submit an application in ELIS.
 - 2) The application for short-term approval shall be approved by the State Board if the applicant provides proof of holding a high school diploma (or equivalent) or higher.
 - 3) Acquisition of the ELS-PARA. Individuals who work as a paraprofessional on the short-term approval shall be issued the ELS-PARA by the State Superintendent upon expiration of the short-term approval if the following requirements are met:
 - A) The individual files an application for the ELS-PARA in ELIS prior to the short-term approval expiring; and
 - B) The individual shall provide evidence of completing the requirements of Section 25.510 to the State Superintendent prior to the license being issued.
- c) Validity

Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.

(Source: Added at 46 Ill. Reg. _____, effective _____)

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Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21B-70 of the Code shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (a)). 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 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 under Section 21B-70 of the Code. Therefore, although a qualified educator, as defined in Section 21B-70(a) of the 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), (c)(3), or (d)(1) of the Code when that educator 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-time position whose functions:
 - 1) are specifically authorized by the grade levels and content-area endorsements on the PEL and include the provision of instruction to students;~~or~~
 - 2) are specifically authorized by a school support personnel endorsement for school counselor on a PEL and include the provision of counseling services to students; or
 - 3) are specifically authorized by the grade levels and content-area endorsements on an ELS-CTE, ELS-CTEP, or ELS-PCTE and include the provision of instruction to students.
- c) Qualification for Payments

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- 1) A qualified educator shall qualify for one or more incentive payments under Section 21B-70(c)(5) of the Code for each year during which:
 - A) that educator is either:
 - i) employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a full-time position whose functions meet the requirements of subsection (b), as verified by the employer using a format specified by the State Superintendent; or
 - ii) 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
 - B) the educator *agrees, in writing*, using a format prescribed by the State Superintendent of Education, *to provide up to 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(c)(5) of the Code. (Section 21B-70(c)(5) of the Code)*
- 2) Funds may also be used to provide instructional leadership training for qualified educators interested in supporting implementation of the Illinois Learning Standards or teaching and learning priorities identified by the State Board.
- 3) If adequate funds are available after distribution to all qualified educators, incentives under Section 21B-70(d) of the Code may be provided to National Board certified teacher rural, remote, distant, diverse, or candidate cohort facilitators and National Board certified teacher rural, remote, distant, diverse, or candidate liaisons, as defined by Section 21B-70(a) of the School Code.

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- d) Requirements for Professional Development and Assistance to NBPTS Candidates
- 1) To verify eligibility for the applicable incentive payment, a qualified educator who provides professional development to new or experienced teachers or school counselors under subsection (c) shall submit to the State Superintendent a written log of the assistance provided, using a format specified by the State Superintendent, demonstrating that the educator addressed one or more of the standards set forth in 23 Ill. Adm. Code 24.130 (~~The Illinois Professional Teaching Standards~~ 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) To verify eligibility 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) shall submit to the State Superintendent 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) 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

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involvement, and the amount of time expected to be devoted to each recipient.

- 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 the individuals employing district (if different from that of the recipients) to this effect and, to verify eligibility for the applicable incentive payment, shall submit to the State Superintendent a written log that:
 - A) meets the requirements of subsection (e)(1); 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) Licensed teachers shall receive incentive payments only for providing mentoring and professional development to other teachers, and educator licensed school counselors shall receive incentive payments only for providing mentoring and professional development to other school counselors.
- g) **Instructional Leadership Training**
In any fiscal year in which money remains after funding the categories in subsections (a) through (c), the State Superintendent 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;
 - 3) limitations on the qualified educators who may participate (e.g., school demographics, including student characteristics and achievement levels; school district location); and

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- 4) process a qualified educator would use to apply for a stipend under this subsection (g).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.450 Lapsed Licenses

- a) A lapsed license is a PEL or an educator license with stipulations endorsed for career and technical educator or chief school business official for which renewal requirements have not been completed by September 1 of the year in which it expired, or a PEL that has not been registered for a period of six or more months since the expiration of its last registration, or was not registered by January 1 of the fiscal year following its initial issuance. For purposes of this Section, the following licenses do not lapse:
 - 1) A substitute teaching license issued under Section 21B-20(3) of the Code [~~105 ILCS 5~~].
 - 2) An educator license with stipulations issued under Section 21B-20(2) of the Code endorsed in an area other than career and technical educator or chief school business official.
- b) In accordance with Section 21B-45(a) of the Code, a lapsed license shall be reinstated if the individual pays any back fees, including all registration fees, that the individual owes and either:
 - 1) pays a \$500 penalty; or
 - 2) provides evidence of *completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement areas* (Section 21B-45(b) of the Code). For the purposes of this subsection (b)(2):
 - A) coursework shall be earned with a grade of C- or higher;
 - B) coursework may include content or methods classes for cross-categorical special education, reading, English learners (i.e.,

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bilingual education, ~~or 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.
- c) Licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements must complete all outstanding professional development activities required for renewal.
- d) The penalty referenced in subsection (b)(1) 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 until the license lapses on January 1 of the next fiscal year 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 or paying all registration fees owed.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.488 Licensure of Persons Named in Reports of Child Abuse or Neglect

Pursuant to Section 21B-75(b) of the Code, the State Superintendent, in consultation with SEPLB, may initiate the suspension or revocation of a license, endorsement, or approval for abuse or neglect of a child. Accordingly, each applicant for the issuance, registration, reinstatement, or renewal of an Illinois professional educator license, an educator license with stipulations, or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G, shall be

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required to indicate on the relevant form whether that applicant has ever received an indicated finding of neglect or abuse from a state agency responsible for child welfare in Illinois or any other state if the indicated finding in the report was not reversed on appeal.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, reinstate, or renew a license or to receive an additional credential until the individual provides to the State Superintendent of Education:
 - 1) an official copy of the report, including the child's age and sex, the report number assigned by the Department of Children and Family Services or comparable out-of-state agency, the date of the report, and the status of the report ("indicated", "unfounded", or other) with supporting documentation for the determination;
 - 2) a personal statement that meets the requirements outlined in Section 25.480(a) that includes a detailed explanation of the individual's relationship to the child;
 - 3) character references that meet the requirements outlined in Section 25.480(b), in which the authors clearly indicate that they have knowledge that the applicant has been found to be a perpetrator of child abuse or neglect but can also attest to the individual's good character, as defined in Section 21B-15 of the Code, and rehabilitation; and
 - 4) an explanation of the status of any request to expunge, amend, or remove the report from the responsible state agency's records.
- b) The State Superintendent shall review the documentation provided by the applicant pursuant to subsection (a) and determine whether issuance, renewal, reinstatement, or registration of a license or issuance of one or more additional credentials, as applicable, is appropriate based on whether the evidence of good character, as defined in Section 21B-15 of the Code, and rehabilitation provided is convincing when taken together with the gravity of the offense, the individual's age and background at the time of the offense, and any criminal penalty that was imposed.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

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 Code. Each educational interpreter shall be subject to that portion of Section 24-5 of the Code that requires physical fitness and freedom from tuberculosis as may be required by Illinois Department of Public Health rules (77 Ill. Adm. Code 696; Control of Tuberculosis Code). Each educational interpreter shall hold a statement of approval or endorsement from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or oral transliteration. Each individual who is required to hold a statement of approval or endorsement shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the Code for those applicants who hold a PEL and evidence that the individual 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 shall:
 - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
 - B) hold an associate's degree issued by a regionally accredited institution of higher education;
 - C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the State Board 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:

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- A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA);
 - 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 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 or meets the criteria listed in either subsection (a)(2)(B) or (a)(2)(C).
- b) **Validity; Renewal**
Approval shall be valid for five fiscal years, subject to the provisions of Section 21B-20 of the 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 (see Section 25.800). Sign language interpreter approvals shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period it will expire and any required professional development must be completed prior to a new approval being issued.
- c) **Revocation or Suspension of Approval or other Permissible Sanction**
The provisions of Section 25.510(c) shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.560 Approval of Interveners for Students Who Are Deaf-Blind

Each intervener who serves students with deaf-blindness in the public schools shall be of good character, as defined in Section 21B-15 of the Code. Each intervener shall be subject to that portion of Section 24-5 of the Code that requires physical fitness and freedom from tuberculosis as may be required by Illinois Department of Public Health rules (77 Ill. Adm. Code 696; Control of Tuberculosis Code). Each intervener shall hold a statement of approval from the State Superintendent, which shall be identified as a valid intervener. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee required by Section 21B-40 of the Code and evidence that the individual meets the requirements applicable to the type of approval sought.

a) Approval Criteria

- 1) Each applicant for approval as an intervener shall:
 - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
 - 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 State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b).
- 2) Each applicant for intervener shall also demonstrate nationally recognized intervener knowledge and skills competencies by holding a National Intervener Credential/Certificate.

b) Validity; Renewal

Approval shall be valid for five fiscal years, subject to the provisions of Section 21B-20 of the 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 professional development (PD) hours. The approval shall be renewed between

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April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period, it will expire and any required professional development must be completed prior to a new approval being issued.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART H: CLINICAL EXPERIENCES

Section 25.620 Student Teaching

- a) The SEPLB recognizes and accepts student teaching only when it is earned during the candidate's final year of an educator preparation program and conducted in a public school, a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), an early learning center, or an out-of-state or international school.
- b) Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C, and in accordance with the standards referred to in Section 25.115(d).
- c) Student teaching shall be completed within the grade range and in the area of specialization appropriate to the endorsement sought on the PEL. For an early childhood education endorsement, an individual may satisfy the student teaching requirement of an ECE preparation program through placement in a setting with children from birth through grade 2. (See Section 21B-20(1) of the Code.) Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.
- d) Student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in the most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. The requirements of this subsection (d) do not apply in cases in which the student teacher:
 - 1) is serving on an educator license with stipulations endorsed for transitional bilingual educator; ~~or~~

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- 2) is working in a school that is not legally required to employ teachers with licensure and either has two years of teaching experience at that school or presents to the employer the evidence described in Section 25.25(b) documenting that the student teacher has two years of teaching experience in one or more other schools in which the chief administrator is required to hold a PEL endorsed for either general administrative or principal and the majority of teachers are required to hold a PEL endorsed for the grade levels and in the content area in which they are employed; ~~or~~
 - 3) holds a substitute teaching license and is not subject to the limitations of Section 21B-20(3) of the Code; or-
 - 4) is completing student teaching in a community-based early childhood education setting, charter school, or non-public school and the cooperating teacher holds a Gateways Level 5 credential.
- e) In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met.
- 1) The student teacher must be enrolled in a student teaching course at the institution.
 - 2) The school district or nonpublic school and the institution of higher education shall jointly agree to the student teaching placement and the responsibilities of each person to be involved.
 - 3) The school district or nonpublic school shall ensure the requirements of Section 2-3.25o, 10-21.9, or 34-18.5 of the Code, as applicable to the school district or nonpublic school, have been met.
- f) Student teachers may be compensated for their services.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section 25.710 Definitions

For the purposes of this Subpart, the following definitions apply:

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"Code" means the Illinois School Code [105 ILCS 5].

"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 the examinee.

"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 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.

~~"School Code" or "Code" means 105 ILCS 5.~~

"Subarea Score" is the scaled score for the subset of test items on a content-area test that measures specific content.

"Test" or "Tests" refers to the Test of English as a Foreign Language (TOEFL), the Common European Framework of Reference for Languages (CEFR), the language proficiency tests, the content-area tests, and the teacher performance assessment for the Illinois Licensure Testing System (ILTS). In the event that an ILTS test is not offered, the State Board, in consultation with SEPLB, may identify alternative tests to be used.

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The Illinois Licensure Testing System shall consist of the following tests:

Agricultural Education
Business, Marketing, and Computer Education
Chief School Business Official
Computer Science
Dance
Director of Special Education
Drama/Theatre Arts
Early Childhood Education
Early Childhood Special Education
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
~~World Foreign Languages~~
 Arabic
 Chinese (Cantonese or Mandarin)
 French
 German
 Hebrew
 Italian
 Japanese
 Korean
 Latin
 Russian
 Spanish
Gifted Education Teacher (beginning September 2014)
~~Gifted Education Specialist (beginning September 2014)~~
Health Education
Health Careers
Learning Behavior Specialist I
Learning Behavior Specialist II/Behavior Intervention Specialist
Learning Behavior Specialist II/Bilingual Special Education Specialist

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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
General 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
School Nurse
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
~~Speech-Language Pathologist: Nonteaching~~
~~Speech-Language Pathologist: Teaching~~
Superintendent
Teacher of Students who are Blind or Visually Impaired

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Teachers of Students who are Deaf or Hard of Hearing
Technology Education
Technology Specialist
TPA (required beginning September 1, 2015)
Transitional Bilingual Education – Language Proficiency

- Arabic
- Assyrian
- Bosnian
- Bulgarian
- Burmese
- Cantonese
- Chin (Haka)
- Ewe
- Filipino
- French
- Greek
- Gujarati
- Hindi
- Japanese
- Kaniobal (Q'anjob'al)
- Karen (S'gaw)
- Kirundi (Rundi)
- Korean
- Lao
- Lithuanian
- Malay
- Malayalam
- Mandarin
- Mongolian
- Nepali
- Polish
- Portuguese
- Rohingya (Ruwainggya)
- Russian
- Serbian
- Somali
- Spanish
- Swahili
- Tamil

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Telegu (Telugu)
Ukrainian
Urdu
Vietnamese
Yoruba
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 46 Ill. Reg. _____, effective _____)

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) Content-Area Tests
 - 1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether a 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 Code; also see Section 25.710). Further, Section 21B-30(d) of the Code requires passage of this test before a candidate

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begins student teaching or begins serving as a teacher of record. A person who has passed another state's or country's content test 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 content test before receiving the license or endorsement. (See Section 21B-35 of the Code.)

- 2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the 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 PEL received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program also shall not be required to retake that test.
 - 3) If the Governor declares a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act, individuals may begin student teaching or enter alternative educator preparation programs prior to passing the required content test. If the Governor rescinds a disaster declaration, or allows it to expire without replacement, this subsection (c)(3) shall remain in effect through the end of the calendar year (December 31) or the end of the fiscal year (June 30), whichever is later.
 - 4) An individual who holds ~~an Illinois~~ State Seal of Biliteracy or who has obtained working fluency or higher on the Global Seal of Biliteracy shall be exempt from the language proficiency test required for a bilingual education or world language endorsement in the same language.
- c) Teacher Performance Assessment (edTPA)
Each candidate or out-of-state applicant completing an educator preparation program in a teaching field shall be required to pass the edTPA. The edTPA is a performance-based assessment designed to measure an educator's knowledge, skills, and preparedness.
- 1) Each recognized institution offering approved teacher preparation programs shall administer the edTPA during a candidate's student teaching experience.

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- 2) A person who has *successfully completed an evidence-based assessment of teacher effectiveness*, as required under this subsection (c), *at the time of initial certification or licensure in another state or country shall not be required to complete the edTPA.* (See Section 21B-35 of the Code.)
 - 3) In accordance with Section 21B-110 of the Code, the edTPA is waived *during any time in which the Governor has declared a public health emergency under Section 7 of the Illinois Emergency Management Agency Act [20 ILCS 3305].*
 - 4) Candidates may not be required to submit edTPA test materials by video submission. (See Section 21B-30(f) of the Code.)
- d) 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 may retake that test or specific subtest by computer after no fewer than 30 days.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section 25.800 Professional Development Required

- a) Pursuant to Section 21B-45 of the Code, renewal of PELs endorsed in a teaching, administrative, or school support personnel field or an educator license with stipulations endorsed for chief school business official (see Section 21B-20 of the Code) or career and technical educator (see Section 25.805) is contingent upon licensees' presentation of proof of professional development activities. Specific approvals, as defined in Section 25.805, are also subject to renewal requirements set forth in that Section. For the purposes of this Subpart J, "5-year renewal cycle" for any license or renewable approval shall include July 1 following the license's issuance through June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete. If a licensee earns more than the required number of professional development hours during a renewal cycle,

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the additional hours earned between April 1 and June 30 of the last year of the renewal cycle may be carried over and applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.

- b) Except as provided in Section 25.880 and in subsection (c) of this Section, renewal of an individual's license or approval requires the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21B-45 of the Code. Professional development hours used to fulfill minimum required hours for a renewal cycle shall be applied to one renewal cycle only. Each licensee shall:
- 1) enter the information required by Section 21B-45(e) of the Code and Section 25.805 of this Part into ELIS prior to renewal for each activity completed; and
 - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board or if required as part of an appeal under this Subpart J.
- c) Teachers and School Support Personnel
Any licensee holding a PEL endorsed in a teaching or school support personnel field shall complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. (Section 21B-45(e)(1) of the Code)
- d) Administrators
- 1) *Any licensee holding a PEL endorsed in an administrative field or an educator license with stipulations endorsed for chief school business official who is working in a position that requires this credential shall complete one Illinois Administrators' Academy (see Section 2-3.53 of the Code) course each fiscal year, in addition to 100 clock hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the Code)*
 - 2) Teacher Leader Endorsements
Any licensee holding a PEL endorsed for teacher leader issued pursuant to Section 21B-25(2)(E) of the Code and Section 25.32 of this Part who is

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working in an administrative capacity at least 50 percent of the school day shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the Code)
Licensees not working in administrative positions are subject to the requirements of subsection (b) rather than this subsection (d).

- e) Career and Technical Educators
Any licensee holding an educator license with stipulations endorsed for career and technical educator issued pursuant to Section 21B-20(2)(E)(e) of the Code shall complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. Renewal of the license shall be contingent on the licensee's fulfillment of the applicable requirements of this Section.
- 1) For purposes of this subsection (e), coursework completed for license renewal purposes shall be considered "related to education" if it leads to a PEL or, for individuals holding a PEL, an endorsement on that license for the skill area of instruction, or if it relates to the field of an individual's current teaching assignment or any other field of teaching assignment.
 - 2) The provisions of Sections 25.855 and 25.865 shall apply to the awarding of credit for activities offered by approved providers, provided that:
 - A) the references to Section 21B-45 of the ~~School~~ Code are not applicable to the educator license with stipulations endorsed for career and technical educator; and
 - B) references to Subpart J of this Part shall be understood as referring to this Section when necessary to the context.
- f) Educational Interpreters
- 1) An individual may accrue the required 50 clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:
 - A) are designed to improve the skills and knowledge of interpreters for the deaf;

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- B) are organized by an entity that is approved pursuant to Section 25.855; and
 - C) address educational concerns.
- 2) An individual may accrue the required clock hours for 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.
- g) Interveners for Students Who are Deaf-Blind
- 1) An individual may accrue the required 50 clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other similar events that:
 - A) are designed to improve the skills and knowledge of interveners;
~~and~~
 - B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860; and
 - C) address educational concerns.
 - 2) An individual may accrue the required credit for professional development by completing college coursework that is part of an intervener training program offered by a regionally accredited institution of higher education or an Illinois community college.
- h) Retired Educators
- Any licensee whose license is in retired status for a full five-year cycle shall not be required to complete professional development activities or pay registration fees until returning to a position that requires educator licensure. For any renewal cycle in which a licensee retires during the renewal cycle, the licensee must complete professional development activities on a prorated basis depending on the number of years during the renewal cycle the educator held an active license. If a licensee retires during a renewal cycle, the licensee must notify the State Board of Education using ELIS that the licensee wishes to maintain the license in

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retired status and must show proof of completion of professional development activities on a prorated basis for all years of that renewal cycle for which the license was active. (Section 21B-45(e)(6) of the Code). If an individual returns to a position for which educator licensure is required, that individual shall complete:

- 1) at least 24 hours of the professional development required for the endorsement area, as provided by subsections (b) through (e), for each year in which the individual is employed for 50 percent or more of full-time equivalency; and
- 2) any Administrators' Academy courses as may be required. (Also see Section 21B-45(e)(2) or (3) of the Code.~~25.880(h).~~)

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.805 Professional Development Options

a) Activities

- 1) Professional development activities, offered through an Illinois-approved professional development provider, shall generate credit for purposes of renewal of a PEL endorsed in a teaching, administrative, or school support personnel field or an educator license with stipulations endorsed for chief school business official or CTE only if they address one or more of the criteria identified in Section 21B-45(d) of the Code.
- 2) One professional development hour shall be awarded for each clock hour of activity attendance, unless otherwise specified in rule.

b) National and State Certifications

- 1) A licensee who holds a school support personnel endorsement who is employed and performing services on the endorsement in an Illinois public school and who holds the applicable national certifications specified in this subsection (b)(1) shall be deemed to have satisfied 120 hours of professional development. (See Section 21B-45(l) of the School Code.)
 - A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;

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- B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;
 - C) Nationally Certified Counselor from the National Board for Certified Counselors;
 - D) Certificate of Clinical Competence from the American Speech-Language-Hearing Association; or
 - E) Certified School Social Work Specialist (C-SSWS) from the National Association of Social Workers.
- 2) A licensee who holds a school support personnel endorsement *who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional Regulation related to that school support personnel endorsement area or national certification board* shall be deemed to have satisfied 120 hours of professional development. (See Section 21B-45~~(1)(k)(1)~~ of the Code.) For purposes of this subsection (b), "related to" a school support personnel area shall be:
- A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school speech and language pathologist ~~(school support personnel endorsement only (i.e., nonteaching))~~, a license issued under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110];
 - E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and

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- F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].
- 3) National Board for Professional Teaching Master Teacher Designation
Any licensee holding a National Board for Professional Teaching Standards (NBPTS) master teacher designation shall complete a total of 60 clock hours of professional development per 5-year renewal cycle. (Section 21B-45(e)(4) of the Code)
- A) If National Board certification is not valid at the time of renewal, the licensee shall complete all required professional development for the license cycle.
- B) Administrators who hold a master teacher designation are also subject to the requirements set forth in Section 25.800(d)(1).
- C) When an Illinois licensee successfully renews a National Board certification, the licensee's master teacher designation shall be automatically renewed.
- D) The holder of an NBPTS master teacher designation whose certification through the NBPTS is not renewed shall have the designation expired.
- c) Higher Education Coursework
One semester hour of college coursework related to education from a regionally accredited institution shall equal 15 clock hours of professional development activities. One quarter hour shall equal 10 clock hours.
- 1) Coursework may be completed through an Illinois institution of higher education that offers approved educator preparation programs and Illinois public community colleges.
- 2) Any licensee using coursework to fulfill professional development hours must upload a copy of a transcript showing completion of the coursework to ELIS.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 25.830 Verification of Completed Activities; Renewal Process

- a) A licensee shall enter any professional development credit earned *prior to renewal*. -The licensee shall enter electronically into the ELIS the name, date, and location of the activity, the number of professional development hours earned, and the provider's name (Section 21B-45(e) of the Code), except that:
- 1) any Illinois Administrators' Academy course completed shall be entered by the provider rather than the licensee;
 - 2) a licensee who holds both a PEL endorsed in school support personnel and one of the professional licenses listed under Section 25.805(b)(2) shall enter the license as an activity on the Professional Development page of ELIS and upload a copy of the valid license into ELIS; ~~and~~
 - 3) a licensee who completes applicable higher education coursework shall enter the coursework using the semester-to-hour conversion set forth in Section 25.805(c) and upload a copy of the transcript into ELIS; ~~and~~
- b) Professional development completed after ~~August 31~~ June 30 of the year in which the 5-year renewal cycle ends will be counted towards the renewal requirements for the licensee's next renewal cycle.
- c) A licensee who fails to enter completed professional development into ELIS prior to renewal shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements.
- d) A licensee who fails to complete an Administrators' Academy course in a given fiscal year as required by Section 21B-45(e)(2) or (3) of the Code shall be required to complete two courses for each one missed. -The licensee may complete these courses at any time during the remainder of the 5-year renewal cycle or prior to the reinstatement of a license that has lapsed pursuant to Section 25.450 of this Part.
- e) Accumulation of the number of hours of professional development activities required under Section 21B-45(e) of the Code and entering them into ELIS shall not entitle the licensee to renewal of the license. Renewal of the licensee's license shall be determined by the State Superintendent.

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- f) In accordance with Section 21B-45(e)(5) and (e)(6) of the Code, licensees who are retired, working in positions that do not require a PEL, or working in positions that require a PEL for less than 50 percent of full-time equivalency in a school year, are "exempt" and do not have to complete professional development activities. Prior to renewing the license, the licensee shall request that the ROE record that status in ELIS indicating the starting and ending date of the exemption and the reason the exemption was requested. ROEs must verify that the educator is exempt or retired prior to changing the educator's status. ROEs retain authority to require necessary documentation to make this determination. (See Section 25.880.)
- g) A licensee who does not enter all professional development activities prior to September 1 of the year in which the 5-year renewal cycle ends may not be able to preserve the right of appeal regarding a recommendation for nonrenewal of the license.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching

- a) The requirements of this Subpart J regarding ~~continuing~~ professional development are subject to proportionate reduction with respect to periods of time during which a license is maintained as valid and exempt. The requirements of this Section apply to licensees who *are working in a position that does not require educator licensure or working in a position for less than 50 percent of full-time equivalency for any particular year*. These licensees *are considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license*. (Section 21B-45(e)(5) of the Code)
- 1) Each licensee shall submit written verification to the ROE for any year that the licensee was not employed at least 50 percent full-time equivalency at an Illinois public or State-operated school or cooperative or charter school. Upon verification of the licensee's employment status, the ROE shall enter the period of exemption into ELIS and the license for that period of time will be determined to be valid and active or valid and exempt.

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- 2) Periods of exemption shall be established in one semester increments.
 - 3) Prior to license renewal, each licensee shall provide verification of the one semester periods of exemption that occurred during the 5-year renewal cycle. The proportionate reduction (i.e., 20 percent reduction for each year of exemption) that applies to the requirements for professional development activities will be reflected in ELIS.
 - 4) Completion of professional development activities during a period of exemption shall not affect the proportionate reduction in the total number of clock hours required for a licensee, but may be credited toward the total amount of professional development needed in the 5-year renewal cycle.
- b) A valid and exempt license may be immediately (i.e., within six months) reactivated upon the licensee becoming employed in a position that requires an educator license and performing services in an Illinois public or State-operated school or cooperative or charter school. ~~The licensee shall record the "active" status~~ shall be recorded in ELIS before the end of the 5-year renewal cycle.
 - c) Holders of valid and exempt PELs endorsed in an administrative field who are not employed in an Illinois public or State-operated school or cooperative or charter school are not subject to the requirements of Section 21B-45 of the Code or this Subpart J.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 25.APPENDIX E Endorsement Structure Beginning July 1, 2013

Section 25.100 explains the endorsements issued on the professional educator license and the availability of any content-specific endorsements (previously called "designations"). The relevant provisions of Section 25.100(d) shall apply in cases in which no test is available (see Section 25.710). Any individual holding only an endorsement available prior to July 1, 2004 that was not exchanged for an endorsement available after that date, and, as applicable, content-area endorsement, is limited to teaching only the content encompassed by the endorsement issued prior to July 1, 2004.

Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently</u> <u>Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Fundamental Learning Areas				
English Language Arts	None	<u>9-12</u>	English Language Arts	English Journalism Language Arts Speech
Reading Teacher	None	<u>PK-12*</u>	Reading Teacher	Reading
Reading Specialist	None	<u>PK-12*</u>	Reading Specialist	Reading
Mathematics	None	<u>9-12</u>	Mathematics	Mathematics
<u>Elementary Mathematics Specialist (2021)</u>	<u>None</u>	<u>1-6</u>	<u>None</u>	<u>None</u>
Science – Content-specific Endorsement Required	Science – Biology Science – Chemistry Science – Earth and Space Science	<u>9-12</u>	Science endorsement with designations for: Biology Chemistry	Biological Science/Biology Botany Physiology Zoology Chemistry Aerospace Astronomy

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently</u> <u>Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	Science – Environmental Science Sciences – Physics		Earth and Space Science Environmental Science Physics	Earth Science Geology Physical Geography/ Physiography Biological Science Physical Science General Science Physics
Social Sciences – Content-specific Endorsement Required	Social Sciences – Economics Social Sciences – Geography Social Sciences – History Social Sciences – Political Science Social Sciences – Psychology Social Sciences – Sociology and Anthropology	<u>9-12</u>	Social Sciences endorsement with designations for: Economics Geography History Political Science Psychology Sociology and Anthropology	Economics Geography U.S. History World History Political Science Psychology Anthropology Sociology
Physical Education	None	<u>PK-12*</u>	Physical Education	Physical Education
Health Education	None	<u>PK-12*</u>	Health Education	Health Education
Dance	None	<u>PK-12*</u>	Dance	Dance
Drama/Theatre Arts	None	<u>PK-12*</u>	Drama/Theatre Arts	Theatre and Drama

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Music	None	<u>PK-12*</u>	Music	Music Instrumental Music Vocal Music
Visual Arts	None	<u>PK-12*</u>	Visual Arts	Art
World Languages – Content-specific Endorsement Required	Foreign Languages – Arabic Foreign Languages – Chinese (Cantonese or Mandarin) Foreign Languages – French Foreign Languages – German Foreign Languages – Hebrew Foreign Languages – Italian Foreign Languages – Japanese Foreign Languages – Korean	<u>PK-12*</u>	World Languages endorsement with designations for: Arabic Chinese (Cantonese or Mandarin) French German Hebrew Italian Japanese Korean Latin Russian Spanish Other world languages, provided the candidate completed a major in the	Arabic Cantonese, Mandarin French German Hebrew Italian Japanese Korean Latin Russian Spanish Other foreign languages, as applicable

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently</u> <u>Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	Foreign Languages – Latin Foreign Languages – Russian Foreign Languages – Spanish Other foreign languages, provided the candidate meets the requirements of Section 25.100(i).		foreign language designated.	
Additional Teaching Fields				
Agricultural Education	None	<u>5-12</u>	Agricultural Education	Agricultural Business and Management Agriculture Agricultural Power and Machinery Horticulture Agricultural Resources

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Business, Marketing, and Computer Education – Content-specific Endorsement Optional	Business Computer Programming	<u>5-12</u>	Business, Marketing, and Computer Education endorsement with a designation for: Business Computer Programming	Accounting Basic Business Business Computer Programming Business/Marketing/Management Information Processing Information Processing/ Secretarial Marketing
Computer Applications	None	<u>5-12</u>	Computer Applications	Computer Applications
Computer Science	None	<u>5-12</u>	Computer Science	Computer Science
Family and Consumer Sciences – Content-specific Endorsement Required	None Family and Consumer Sciences—Apparel and Textiles Family and Consumer Sciences—Living Environments Family and Consumer Sciences—Nutrition;	<u>5-12</u>	Family and Consumer Sciences endorsement with designations for: Apparel and Textiles Living Environments Nutrition,	Child and Day Care Services Consumer Education and Resource Management Fashion and Clothing Services Food and Nutrition Services

ILLINOIS STATE BOARD OF EDUCATION

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	Wellness, and Hospitality		Wellness, and Hospitality	Home Economics Institutional and Home Management Services Interior Furnishings Services/Living Environments Interpersonal, Family Relationships, Parenting
Health Careers	None	<u>Not currently issued.</u>	Health Careers	Health Occupations
Gifted Education Teacher	None	<u>PK-12*</u>	None	None
Gifted Education Specialist	None	<u>PK-12*</u>	None	None
Teacher Leader	None		Teacher Leader	None
Technology Education	None	<u>5-12</u>	Technology Education	Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
				Public Service Drafting/Design Autobody Repair Heating, Ventilation, and Air Conditioning
Technology Specialist	None	<u>PK-12*</u>	Technology Specialist	Computer Technology Instructional Technology
Library Information Specialist	None	<u>PK-12*</u>	Library Information Specialist	Media
Safety and Driver Education	None	<u>9-12</u>	Safety and Driver Education	Safety and Driver Education
Bilingual Education	Bilingual Education – Target Language	<u>PK-12*</u>	Bilingual Education endorsement with a designation for: Target Language	Bilingual Education with a Target Language Designation
English as a New Language (ENL) – Content-specific Endorsement Optional (secondary or K-12)	ENL – Bilingual Education (language-specific)	<u>Not currently issued.</u>	ENL endorsement with a designation for: Bilingual Education (language-specific)	Bilingual Education English as a Second Language

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
English as a Second Language (ESL)	None	<u>PK-12*</u>	ESL	ESL
Middle School (departmentalized)	Subject-specific	<u>Not currently issued</u>	Middle School endorsement with subject specific designations	Middle-Grades Junior High School
Middle Grades (grades 5-8) (February 2018)	Subject-specific <u>Mathematics</u> <u>Language Arts (Literacy)</u> <u>Social Science</u> <u>General Science</u>	<u>5-8</u>	Middle School (departmentalized)	Middle Grades Junior High School
Elementary				
Self-Contained General Education (grades K-9)	None	<u>Not currently issued</u>	Self-Contained General Education	Self-Contained General Education
Self-Contained General Education (grades 1-6)	None	<u>1-6</u>	None	None
Early Childhood				
Early Childhood Special Education	None	<u>Birth-grade 2</u>	Early Childhood Special Education	
Early Childhood Prekindergarten	None	<u>Birth-grade 2</u>	Early Childhood Self-Contained	Early Childhood

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
and Self-Contained General Education (kindergarten <u>B-grade 23</u>)			General Education	
Special Education				
Learning Behavior Specialist I (LBS I)	None	<u>K-age 22</u>	LBS I	LBS I
Learning Behavior Specialist II – Content-specific Endorsement Required	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	<u>PK-age 22</u>	An LBS II endorsement with designations for: LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
			LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	
Speech-Language Pathologist (teaching)	None	<u>Not currently issued</u>	Speech-Language Pathologist	Speech-language impaired
Teacher of Blind or Visually Impaired	None	<u>PK-age 22</u>	Blind or Visually Impaired	Blind or partially sighted
Teacher of Deaf or Hard of Hearing	None	<u>PK-age 22</u>	Deaf or Hard of Hearing	Hearing Impaired
Administrative				
Chief School Business Official	None	<u>PK-age 22</u>	Chief School Business Official	Chief School Business Official
Director of Special Education	None	<u>PK-age 22</u>	Director of Special Education	Director of Special Education
General Administrative (through June 30, 2014)	None	<u>Not currently issued</u>	General Administrative	General Administrative
Principal (2013)	None	<u>PK-age 22</u>	General Administrative	General Administrative
Superintendent	None	<u>PK-age 22</u>	Superintendent	Superintendent

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Endorsements Currently Available	Content-specific Endorsements Currently Available	<u>Grade Range</u> <u>Currently Available</u>	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Supervisory – endorsement area (special education only and school support personnel)	None; see Section 25.497 of this Part	<u>PK-age 22</u>	Supervisory – endorsement area	Supervisory
Teacher Leader	None	<u>PK-22</u>	Teacher Leader	None
School Support Personnel				
School Counselor	None	<u>PK-age 22</u>	School Counselor	Guidance
School Nurse	None	<u>PK-age 22</u>	School Nurse	School Nurse
School Psychologist	None	<u>PK-age 22</u>	School Psychologist	School Psychologist
School Social Worker	None	<u>PK-age 22</u>	School Social Worker	School Social Worker
Speech-Language Pathologist (non-teaching)	None	<u>PK-age 22</u>	Non-Teaching Speech-Language Pathologist	Non-Teaching Speech-Language Pathologist

*All Illinois approved educator preparation programs for endorsements valid for PK-12 shall submit confirmation of program course and fieldwork coverage of all grades PK-12 to State Board of Education staff no later than June 30, 2023.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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NOTICE OF PROPOSED AMENDMENT

- 1) Heading of the Part: Standards for Endorsements in Specific Teaching Fields
- 2) Code Citation: 23 Ill. Adm. Code 27
- 3) Section Number: 27.135 Proposed Action:
New Section
- 4) Statutory Authority: 105 ILCS 5/2-3.6
- 5) A Complete Description of the Subjects and Issues Involved: A new section for “Elementary Mathematics Specialist” is added to Part 27 and provides a link to the national preparation standards to which any program in this area must align. The new endorsement is added per the request of various stakeholders who seek to see an endorsement that would allow teachers to earn a specialization in elementary mathematics so they can train fellow teachers in skills and strategies that will increase student learning and achievement in mathematics. This endorsement will be offered as an approved program consisting of specific coursework that is outlined in Part 25 of Illinois Administrative Code.
- 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 proposed rulemakings pending on this Part? No
- 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:

Azita Kakvand
Illinois State Board of Education

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

555 West Monroe Street
Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
 - A) Types of small businesses, small municipalities and not-for-profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 27

STANDARDS FOR ENDORSEMENTS IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section

27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section

27.100 English Language Arts
27.110 Reading
27.120 Reading Specialist
27.130 Mathematics
27.135 Elementary Mathematics Specialist
27.140 Science
27.150 Biology
27.160 Chemistry
27.170 Earth and Space Science
27.180 Environmental Science
27.190 Physics
27.200 Social Science
27.210 Economics
27.220 Geography
27.230 History
27.240 Political Science
27.250 Psychology
27.260 Sociology and Anthropology
27.270 Physical Education
27.280 Health Education
27.300 Dance
27.310 Drama/Theatre Arts
27.320 Music
27.330 Visual Arts

ILLINOIS STATE BOARD OF EDUCATION

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- 27.340 World Language
27.350 General Curricular Standards for Special Education Teachers

SUBPART C: ADDITIONAL TEACHING FIELDS

- Section
27.400 Agricultural Education
27.410 Business, Marketing, and Computer Education
27.420 English as a New Language (ENL), English as a Second Language (ESL), and Bilingual Education
27.430 Family and Consumer Sciences
27.440 Library Information Specialist
27.450 Technology Education
27.460 Technology Specialist
27.470 Gifted Education Teacher
27.480 Gifted Education Specialist
27.490 Health Careers
27.500 Work-Based Learning Teacher/Coordinator

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5].

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. 18586, effective December 1, 2003; amended at 28 Ill. Reg. 4553, effective February 24, 2004; amended at 28 Ill. Reg. 7002, effective April 29, 2004; amended at 37 Ill. Reg. 16764, effective October 7, 2013; amended at 40 Ill. Reg. 12438, effective August 9, 2016; former Part repealed at 42 Ill. Reg. 6738 and new Part adopted at 42 Ill. Reg. 6741, effective March 30, 2018; amended at 44 Ill. Reg. 8630, effective May 12, 2020; amended at 46 Ill. Reg. _____, effective _____.

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.135 Elementary Mathematics Specialist

All candidates for a Elementary Mathematics Specialist endorsement will be required to complete a program aligned to the CAEP (Council for Accreditation of Educator Preparation) Standards for Elementary Mathematics Specialist Advanced Preparation (2012) published by the National Council of Teachers of Mathematics, 1906 Association Drive, Reston VA 20191-1502,

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

and available at <http://www.nctm.org/ncate/>. (No later amendments to or editions of these guidelines are incorporated.)

(Source: Added at 46 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Programs for the Preparation of Principals in Illinois
- 2) Code Citation: 23 Ill. Adm. Code 30
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
30.20	Amendment
30.30	Amendment
30.40	Amendment
30.45	Amendment
30.50	Amendment
30.60	Amendment
30.70	Amendment
30.80	Amendment
30.Appendix A	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6 and 21B-60
- 5) A Complete Description of the Subjects and Issues Involved: This Part is being amended to include updates to national standards required for principal preparation programs, including an implementation date and updated assessment rubric in Appendix A. Face-to-face requirements are also removed to allow programs autonomy to determine appropriate format of delivery. Finally, technical changes and updates to antiquated practices were made in each section.
- 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 proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This rulemaking will not create or enlarge a State mandate.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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:

Azita Kakvand
Illinois State Board of Education
555 West Monroe Street
Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not-for-profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 30

PROGRAMS FOR THE PREPARATION OF PRINCIPALS IN ILLINOIS

Section

30.10	Definitions
30.20	Purpose and Applicability
30.30	General Program Requirements
30.40	Internship Requirements
30.45	Assessment of the Internship
30.50	Coursework Requirements
30.60	Staffing Requirements
30.70	Candidate Selection
30.80	Program Approval and Review

30.APPENDIX A Standards for Assessment and Evaluation ~~Internship Assessment Rubric~~

AUTHORITY: Implementing and authorized by Section 21B-60 of the School Code [105 ILCS 5/21B-60].

SOURCE: Old Part repealed at 29 Ill. Reg. 18439, effective October 31, 2005; new Part adopted at 35 Ill. Reg. 9060, effective June 1, 2011; amended at 36 Ill. Reg. 6819, effective April 23, 2012; amended at 37 Ill. Reg. 4258, effective March 25, 2013; amended at 38 Ill. Reg. 11360, effective May 6, 2014; amended at 39 Ill. Reg. 4009, effective February 24, 2015; amended at 40 Ill. Reg. 3055, effective January 27, 2016; amended at 40 Ill. Reg. 13658, effective September 15, 2016; emergency amendment at 41 Ill. Reg. 8967, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14092, effective November 3, 2017; amended at 46 Ill. Reg. _____, effective _____.

Section 30.20 Purpose and Applicability

- a) This Part sets forth the requirements for the approval of programs to prepare individuals *to be highly effective in leadership roles to improve teaching and learning and increase academic achievement and the development of all students* [105 ILCS 5/21B-60].

ILLINOIS STATE BOARD OF EDUCATION

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- b) Approval of a principal preparation program under 23 Ill. Adm. Code 25.120 by the State Superintendent in collaboration with the State Educator Preparation and Licensure Board shall be based on the alignment of that program's or course's content with the standards identified in this Part. ~~Requirements of this Part are in addition to the requirements for the approval of new educator preparation programs set forth in 23 Ill. Adm. Code 25. Subpart C.~~
- c) *Candidates successfully completing a principal preparation program shall obtain a principal endorsement on a Professional Educator License and are eligible to work as a principal, or an assistant principal or in related or similar positions (Section 21B-60 of the School Code; also see 23 Ill. Adm. Code 25.337).*
- d) ~~No later than September 1, 2014, all programs for the preparation of principals shall meet the requirements set forth in this Part.~~
- de) Beginning October 1, 2025, no new candidates shall be admitted into a principal preparation program unless the program aligns to the National Educational Leadership Preparation Program Recognition Standards-Building Level, published by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483, available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>, as approved by the State Superintendent. ~~Beginning September 1, 2012, institutions or not-for-profit entities may admit new candidates only to principal preparation programs that have been approved under this Part.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.30 General Program Requirements

- a) The program shall be jointly established by one or more institutions or not-for-profit entities and one or more public school districts or nonpublic schools.
- b) The responsibility and roles of each partner in the design, implementation, and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:
- 1) the process and responsibilities of each partner for the selection and assessment of candidates;

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- 2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;
 - 3) the development and implementation of a training program for mentors and faculty supervisors that supports candidates' progress during their internships in observing, participating, and demonstrating leadership; ~~to align with the 13 critical success factors and 36 associated competencies outlined in "The Principal Internship: How Can We Get It Right?", published by the Southern Regional Education Board, 592 10th St. NW, Atlanta, Georgia 30318 and posted at http://publications.sreb.org/2005/05V02_Principal_Internship.pdf. No later amendments to or edition of this document are incorporated by this Part;~~
 - 4) names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and
 - 5) the process to evaluate the program, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.
- c) Each program shall meet the National Educational Leadership Preparation (NELP) Policy Standards: Building Level 2018 ~~Interstate School Leaders Licensure Consortium (ISLLC) 2008~~, adopted by the National Policy Board for Educational Administration, 1904 Association Drive, 1615 Duke Street, ~~Reston~~ Alexandria, Virginia 20191, 22314 and posted at https://www.npbea.org/nelp/http://npbea.org/wp-content/uploads/2012/06/Educational_Leadership_Policy_Standards_2008.pdf. No later amendments to or editions of these standards are incorporated by this Part.
- d) Each program shall offer curricula that address student learning and school improvement and focus on:
- 1) all grade levels (i.e., preschool through grade 12);

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- 2) the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment, and needs of the school or district in improving learning;
- 3) the Illinois Professional Teaching and Leading Standards (23 Ill. Adm. Code 24-~~Standards for All Illinois Teachers~~);
- 4) all students, with specific attention on students with special needs (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs); and
- 5) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.40 Internship Requirements

- a) The internship portion of the program shall be conducted at one or more public or nonpublic schools so as to enable the candidate to be exposed to and to participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).
 - 1) The internship shall consist of the following components:
 - A) Engagement in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in general education, special education, bilingual education, and gifted education settings;
 - B) Observation of the hiring, supervision and evaluation of teachers, other licensed staff, and nonlicensed staff, and development of a professional development plan for teachers; and

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- C) Participation in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45.
- 2) The internship shall not include activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).
 - 3) The internship shall require the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3).
- b) A public or nonpublic school may serve as an internship site if:
- 1) the principal of the school:
 - A) holds a valid and current professional educator license endorsed for general administrative or principal issued pursuant either to 23 Ill. Adm. Code ~~25.335~~ or 25.337 or, in the case of an individual serving as both the district superintendent and principal, endorsed for general administrative, principal, or superintendent; or
 - B) if the internship site is located in another state, holds a valid and current license that is comparable to the required Illinois professional educator license endorsed for general administrative or principal issued by the state in which the internship site is located; or
 - C) in the case of a nonpublic school, either holds a valid and exempt Illinois professional educator license that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1)(B).
 - 2) In all cases, the principal shall have two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from current or former supervisors.

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- c) Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program.
- 1) Each faculty supervisor shall meet the following qualifications:
 - A) hold a valid and current professional educator license endorsed for general administrative or principal or a valid and current license that is comparable to the required Illinois professional educator license endorsed for general administrative or principal issued by the state in which the internship site is located; and
 - B) have two years of successful experience as a building principal as evidenced by relevant data (which may include data supporting student growth in two of the individual's last five years serving as a principal) and formal evaluations or letters of recommendation from current or former supervisors.
 - 2) Faculty supervisors shall:
 - A) conduct at least four ~~face-to-face~~ meetings with the mentor at the internship site of each candidate. Preparation program providers may determine the format of the meetings;
 - B) observe, evaluate, and provide feedback at least four times a year to each candidate about the candidate's performance;
 - C) host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and
 - D) work in collaboration with site mentors to complete the assessment of the candidate's performance during the internship as required pursuant to Section 30.45.
- d) Programs shall ensure that each candidate:

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- 1) successfully completes the training and passes the assessment required under Section 24A-3 of the School Code ~~[105 ILCS 5/24A-3]~~ before receipt of endorsement; and
 - 2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710 ~~(Definitions)~~) prior to receipt of endorsement.
- e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse schools for the costs of employing substitute teachers for candidates who are full-time teachers and must be absent from their classrooms in order to complete internship activities.
- f) Programs may provide monetary stipends for candidates while they are participating in their internship.
- g) A program may extend the length of an internship beyond 24 months for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.45 Assessment of the Internship

- a) The principal preparation program shall rate each candidate's level of knowledge and abilities gained and dispositions demonstrated as a result of the candidate's participation in the internship required under Section 30.40 of this Part. The candidate shall demonstrate competencies listed in subsections (a)(1) through (4) of this Section by the completion during the course of the internship of the tasks specified.
- 1) The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. The candidate ~~He or she~~ understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for

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improving teaching and learning. As evidence of meeting this competency, the candidate shall:

- A) review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results; use of interventions; and identification of improvement based on those results;
 - B) participate in a school improvement planning (SIP) process, including a presentation to the school community explaining the SIP and its relationship to the school's goals; and
 - C) present a plan for communicating the results of the SIP process and implementing the school improvement plan.
- 2) The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of the students. The candidate presents knowledge and skills associated with clinical supervision and teacher evaluation, including strong communication, interpersonal, and ethics skills. The candidate demonstrates the ability to apply ~~can apply~~ the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <https://learningforward.org/standards-for-professional-learning/> ~~www.learningforward.org/standards/index.cfm~~. No later amendments to or editions of these standards are incorporated by this Section. As evidence of meeting this competency, the candidate shall:
- A) create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for action and supporting data), and prepare letters for candidates not selected;
 - B) participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher; and

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- C) create a professional development plan for the school to include the data used to develop the plan, the rationale for the activities chosen, options for participants, reasons why the plan will lead to higher student achievement, and a method for evaluating the effect of the professional development on staff.
- 3) The candidate demonstrates the ability to understand and manage personnel, resources, and systems on a schoolwide basis to ensure adequacy and equity, including contributions of the learning environment to a culture of collaboration, trust, learning, and high expectations; the impact of the budget and other resources on special-needs students, as well as the school as a whole; and management of various systems (e.g., curriculum, assessment, technology, discipline, attendance, transportation) in furthering the school's mission. As evidence of meeting this competency, the candidate shall:
- A) investigate two areas of the school's learning environment (i.e., professional learning community, school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, curriculum, and school climate), to include showing connections among areas of the learning environment, identification of factors contributing to the environment's strengths and weaknesses, and recommendations for improvement of areas determined to be ineffective;
- B) analyze the school's budget, to include a discussion of how resources are used and evaluated for adequacy and effectiveness; recommendations for improvement; and the impact of budget choices, particularly on low-income students, students with disabilities, and English language learners; and
- C) review the mission statement for the school, to include an analysis of the relationship among systems that fulfill the school's mission, a description of two of these systems (i.e., curriculum, instruction, assessment, discipline, attendance, maintenance, and transportation) and creation of a rating tool for the systems, and recommendations for system improvement to be discussed with the school's principal.

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- 4) The candidate demonstrates a thorough understanding of the requirements for, and development of, individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (~~The Individualized Education Program (IEP)~~), individualized family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226, 20 U.S.C. 1436, and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 and 34 CFR 104), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities. The candidate can work with school personnel to identify English language learners (ELs/ELLs) and administer the appropriate program and services, as specified under Article 14C of the School Code [~~105 ILCS 5/Art. 14C~~] and 23 Ill. Adm. Code 228 (~~Transitional Bilingual Education~~), to address the curricular and academic needs of English language learners. As evidence of meeting this competency, the candidate shall:
- A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELs/ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;
 - B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELs/ELLs, students with disabilities, and struggling and advanced readers);
 - C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;
 - D) work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs,

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IFSPs, or Section 504 plans, ELs~~ELLs~~, and students identified as gifted);

- E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;
 - F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and
 - G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
- 5) A principal preparation program shall rate a candidate's demonstration of having achieved the competencies listed in this subsection (a)(1) through ~~(4)~~ as "meets the standards" or "does not meet the standards" in accordance with Section 30. Appendix A of this Part.
- A) A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.
 - B) A candidate who fails to achieve a "meets the standards" on any of the ~~four~~three areas of competency may repeat the tasks associated with the failed competency at the discretion of the principal preparation program.
- b) Each candidate shall participate in, and demonstrate mastery of, the ~~36~~ standards~~activities~~ listed in Appendix ~~A3~~A3 of the document referenced in Section ~~30.30(b)(3)~~ of this Part. ~~The principal preparation program shall implement a process to assess both the candidate's understanding of school practices that foster student achievement and his or her ability to provide effective leadership. -The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 30.80 of this Part.~~

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- 1) ~~Programs shall ensure that each candidate demonstrates the participation level in 100 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part.~~
- 2) ~~The assessment shall at least determine at what point a candidate demonstrates leadership in conducting the activities. Each candidate must earn a rating of "meets standard" or "exceeds standard" demonstrate leadership in at least 80 percent of the components listed in the candidate assessment rubric defined under Appendix A activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part in order to successfully complete the internship.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.50 Coursework Requirements

- a) The coursework required by the preparation program of its candidates must cover each of the following areas:
 - 1) State and federal laws, regulations, and case law affecting Illinois public schools;
 - 2) State and federal laws, regulations, and case law regarding programs for students with disabilities and English language learners;
 - 3) use of technology for effective teaching and learning and administrative needs;
 - 4) use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student;
 - 5) understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading

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- problems, understanding reading in the content areas, and scientific literacy;
- 6) understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;
 - 7) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting, and rewarding a peaceful and productive school climate; and
 - 8) the process to be used to evaluate licensed staff in accordance with the provisions of Section 24A-3 of the School Code ~~[105 ILCS 5/24A-3]~~.
- b) A portion of the required coursework shall include "field experiences", i.e., multiple experiences that are embedded in a school setting and relate directly to the core subject matter of the course. The principal preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum.
- e) ~~In addition to meeting the requirements in subsections (a) and (b) of this Section, programs providing 50 percent or more of coursework via distance learning or video conferencing technology shall be approved only if they meet the following conditions:~~
- 1) ~~Candidates must be observed by a full-time tenure track faculty member who provides instruction in the principal preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent interacting and working with the candidate in a variety of settings (i.e., observing the candidate's teaching, attending meetings with the candidate, observing the candidate during the internship portion of the program).~~
 - 2) ~~Each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program's Illinois facility in order to meet with the program's full-time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate's progress in the program.~~

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- 3) ~~Each candidate shall be required to attend in person the meetings outlined in Section 30.40(c) of this Part.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.60 Staffing Requirements

- a) ~~Preparation program providers may determine the sufficient faculty allocation for the programs. At a minimum, each program shall allocate two faculty members on a full-time basis to the program if 100 candidates or fewer are enrolled on a part-time or a full-time basis, and one additional faculty member shall be allocated on a full-time basis for each increment of 50 or fewer candidates enrolled on a part-time or a full-time basis.~~
- 1) ~~For the purposes of this subsection (a), "enrolled" means enrollment in one or more courses required for completion of the program.~~
- 2) ~~A faculty member may include time spent teaching in other educational leadership programs (e.g., superintendent, chief school business official) offered by the institution when determining "full-time basis".~~
- b) No candidate shall receive more than one-third of his or her coursework from the same instructor.
- c) No more than 80 percent of the coursework in a program shall be taught by adjunct faculty. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of his or her assignment.
- d) A faculty supervisor shall have no more than 36 candidates assigned to him or her during any one 12-month period of an internship. However, when a university requires faculty to supervise at least 48 candidates in order to have a full course load, these faculty shall have no more than 48 candidates assigned to them.
- e) No mentor shall have more than five candidates assigned to him or her at any period during the internship, except that the State Educator Preparation and Licensure Board (SEPLB) may make an exception for a sixth candidate if the SEPLB finds the explanation and accompanying documentation submitted by the

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program supports granting of the exception (i.e., there is only one qualified mentor available in sparsely populated areas of the State). Approval under this subsection (e) is granted for the duration of the mentor's participation in the program and need not be renewed.

- f) Each full-time faculty member in the program and each faculty supervisor shall successfully complete the training and pass the assessment required for evaluation of licensed personnel under Section 24A-3 of the School Code.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.70 Candidate Selection

Candidates admitted to a program for principal preparation shall be selected through an ~~in-person~~ interview process. Each candidate must meet the following minimum requirements.

- a) Have two years' experience as a teacher or school support personnel in an Illinois public school, nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (~~Voluntary Registration and Recognition of Nonpublic Schools~~), out-of-state public school, or nonpublic school meeting out-of-state recognition standards comparable to those set forth in 23 Ill. Adm. Code 425.
- b) ~~Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously issued teaching certificate or school support personnel endorsement (see 23 Ill. Adm. Code 25.720(b)).~~
- be) Submission of a portfolio that presents evidence of a teacher candidate's achievements.
- 1) Evidence of teaching experience in each of the following categories:
- A) Support of all students in the classroom to achieve high standards of learning;
- B) Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;

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- C) Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);
 - D) Strong oral and written communication skills;
 - E) Analytic abilities needed to collect and analyze data for student improvement;
 - F) Demonstrated respect for family and community;
 - G) Strong interpersonal skills; and
 - H) Knowledge of curriculum and instructional practices.
- 2) For purposes of this subsection (be), "evidence" includes, but is not limited to:
- A) Evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;
 - B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
 - C) An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes and steps taken when expected outcomes did not occur;
 - D) Information on the candidate's work with families ~~and/or~~ community groups and a description of how this work affected instruction or class activities;
 - E) Examples of the candidate's analytical abilities as evidenced by a description of how the candidate ~~he or she~~ used the results from student assessments to improve student learning; and

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- F) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.
- c) Submission of a portfolio that presents evidence of a school support personnel candidate's achievements.
- 1) Evidence of experience in each of the following categories:
- A) Support within the candidate's service area for all students that contributes to the students' personal growth and development, and high standards of learning;
 - B) Effective support of all students, which shall include data providing evidence of two years of success within their service area in the last five years;
 - C) Significant leadership roles in the school (e.g., curriculum development, discipline, collaboration or consultation with classroom teachers and administrators, mentoring);
 - D) Strong oral and written communication skills;
 - E) Analytic abilities needed to collect and analyze data for student improvement;
 - F) Demonstrated respect for family and community;
 - G) Strong interpersonal skills; and
 - H) Knowledge of academic, social, emotional, and behavioral supports that meet the needs of all students.
- 2) For purposes of this subsection (c), "evidence" includes, but is not limited to:
- A) Evaluations of the candidate's abilities in his or her service area from supervisors that attest to students' academic growth, and social and emotional development;

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- B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
 - C) An analysis of data (e.g., psychological testing, grades, attendance information, disciplinary referrals, course enrollment) that describes how the data were used to provide support, assistance, collaboration or intervention, including an explanation of the student priorities addressed; the academic, social, emotional ~~and/or~~ behavioral outcomes; and the steps taken when expected outcomes did not occur;
 - D) Information on the candidate's work with families ~~and/or~~ community groups and a description of how this work affected students' academic, social, emotional, ~~and/or~~ behavioral outcomes;
 - E) Examples of the candidate's analytical abilities as evidenced by a description of how the candidate ~~he or she~~ used the results from student assessments to improve student learning; and
 - F) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.
- de) Each applicant shall interview with no fewer than two of the program's full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete ~~on-site~~ a written response to a scenario presented by the interviewers.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 30.80 Program Approval and Review

- a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.120 (~~Approval of Educator Preparation Programs by the State Board of Education~~).

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- b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.120, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:
- 1) The guidance to be developed to ensure that faculty supervisors effectively assist candidates to optimize their experiences during the internship;
 - 2) The roles and responsibilities of candidates and faculty supervisors;
 - 3) Employment criteria used in selecting and evaluating adjunct faculty;
 - 4) The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate;
 - 5) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;
 - 6) A description of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio required under Section 30.70;
 - 7) The competencies, to include those specified in Section 30.45(a), expected of candidates who complete the program and how those expectations will be communicated to the candidate upon his or her admittance to the program;
 - 8) The activities to meet the expectations embedded in the critical success factors specified in Section 30.45(b) that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon his or her admittance to the program;
 - 9) A copy of the partnership agreement or agreements and a description of the partners' involvement in the development of the program, a description of the roles each partner will have, and information on how the partnership will continue to operate and how it will be evaluated;

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- 10) A copy of any agreements with school districts or nonpublic schools (other than those participating in the partnership) that will serve as sites for the internship or field experiences;
 - 11) A description of each course proposed and the internship, to include:
 - A) a course syllabus;
 - B) how progress will be measured and successful completion will be determined;
 - C) a data table that demonstrates each course's, and the internship's, alignment to the NELP 2018 ISLLC 2008 standards (see Section 30.30(c)); and
 - D) for individual courses, a detailed description of any field experiences required for course completion;
 - 12) Copies of assessments and rubrics to be used in the program, including, but not limited to, samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 30.45;
 - 13) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of licensed staff under Article 24A of the School Code [~~105 ILCS 5/Art. 24A~~];
 - 14) A letter signed by the chief administrator of the institution ~~and/or~~ the not-for-profit entity, stating its commitment to hiring additional full-time faculty if enrollment in the program increases; and
 - 15) A complete description of how data on the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district or nonpublic school.
- c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.120(a)). ~~The State Superintendent shall~~

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~~provide a complete request to the Principal Preparation Review Panel for its review and recommendation as to whether the program should be approved. The panel, to be appointed by the State Superintendent, shall consist of:~~

- ~~1) two individuals holding current and valid Illinois professional educator licenses endorsed in a teaching field, or, until June 30, 2019, school support personnel area, and currently employed in Illinois public schools;~~
 - ~~2) four individuals holding current and valid professional educator licenses endorsed for principal or general administrative, and currently employed as principals in Illinois public schools;~~
 - ~~3) two individuals holding current and valid professional educator licenses endorsed for superintendent pursuant to 23 Ill. Adm. Code 25.365 or 25.360, as applicable, and currently employed as superintendents in Illinois public schools;~~
 - ~~4) two individuals from institutions of higher education in Illinois that have a recognized educational unit approved for the provision of educator preparation programs pursuant to 23 Ill. Adm. Code 25.Subpart C, one of whom shall be from a public institution and one of whom shall be from a nonpublic institution;~~
 - ~~5) one licensed staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000; and~~
 - ~~6) one individual representing the Illinois business community. If the individual appointed is unable to attend all meetings, he or she may request that an alternate be appointed to attend in his or her absence.~~
- d) The Principal Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days after receipt. Based upon its review, the Panel may:
- 1) issue a recommendation to the SEPLB that the principal preparation program be approved; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant; or

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- 2) ~~issue a recommendation to the SEPLB that the principal preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant.~~
- de) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.120.~~An institution or not-for-profit entity may withdraw its request for approval by notifying the State Superintendent of Education of its intent to withdraw no later than 15 days after it receives notification of the Principal Preparation Review Panel's recommendation.~~
- ef) Actions following upon the recommendation of the SEPLB shall be as described in 23 Ill. Adm. Code 25.160.~~(Notification of Recommendations; Decisions by State Board of Education).~~
- fg) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.120.~~Subpart C.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 30.APPENDIX A Standards for Assessment and Evaluation Internship Assessment Rubric

By October 1, 2025, all standards shall be assessed using the candidate assessments and evaluation rubrics set forth in Appendix 1 of the National Educational Leadership Preparation (NELP) Program Recognition Standards-Building Level, published by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483, and available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>. Preparation program providers may utilize additional assessments and rubrics at their discretion. **Assessment 1**—~~Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (to the extent possible).~~

Focus Area: 1.1—~~Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group).~~

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ● ISLCC Standards 1.A through 1.E, 4.A, and 5.A ● Appropriateness of the content 	The candidate uses media in a compelling presentation format that focuses on the school's vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school's improvement plan and is tailored to the audience.	The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of the work to accomplish greater student achievement. The presentation is too generic to specifically connect the audience to the material.	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow up meeting. The candidate	The candidate's outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the	1 / 0

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	provides additional artifacts to support the presentation. There is a logical sequence to all events, all are well-planned and executed, and achieve the stated purpose.	audience is lacking, and the presentation does not achieve its purpose.	
<u>Outcomes:</u> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results 	The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.	The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well-organized ● Demonstrates full completion 	The candidate produces the following presentation items: an outline, a multi-media presentation (Power Point or other), handouts, meeting minutes, and documentation of the input from the audience as a result of the presentation. (More artifacts are encouraged to demonstrate greater competency.)	The candidate produces few of the following suggested items and artifacts did not demonstrate competency: an outline, a multi-media presentation (Power Point or other), handouts, meeting minutes, and documentation of the input from the audience as a result of the presentation.	1 / 0
<u>Quality:</u> <ul style="list-style-type: none"> ● First-year principal or better ● Complete ● Accurate 	Demonstrates the following quality in all materials: correct formatting in accordance with the "Publication Manual of the American Psychological Association (APA), Sixth Edition" (no later amendments to or editions of these standards are incorporated); correct	The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	1 / 0

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	spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.		
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 1.2 — Analyze and review data, including but not limited to, State test results, and work with a faculty team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups identified under 23 Ill. Adm. Code 1.60 (Subgroups of Students; Inclusion of Relevant Scores) and low performing students. — As used in this Section, "NCLB" refers to Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6301 et seq.).

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> ISLLC Standards 2.A through 2.I, 5.A, 5.C, 5.D, and 5.E Appropriateness of the content 	The candidate works with faculty to review and analyze national, State, district, school and classroom data to identify academic achievement interventions for each of the schools' NCLB subgroups or low performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals.	The candidate's work with faculty to analyze and review data will not likely result in improved student learning for each of the schools' NCLB subgroups or low performing students. The candidate's work with faculty is sporadic, disconnected, or does not connect the intervention to the SIP and the school's student achievement goals.	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable 	The candidate produces an analysis of data (an artifact) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in	The candidate is not able to produce a useable process for the review and analysis of data (an artifact) or other artifacts that demonstrate a reliable process for preparing, working with,	1 / 0

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<ul style="list-style-type: none"> ● Achieves the purpose 	<p>the identification of interventions that will improve student learning for all NCLB subgroups. There is a logical sequence to all activities. Planning and execution is of high quality and achieves the purpose.</p>	<p>and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution is poor and the purpose is not achieved.</p>	
<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results 	<p>The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (artifacts to demonstrate accomplishment) and has additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups.</p>	<p>The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (and has poorly constructed artifacts). Further, additional data and documents to support the outcomes of specific new improvement interventions for all NCLB subgroups are lacking or absent.</p>	<p>1 / 0</p>
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well organized ● Demonstrates full completion 	<p>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions; and the meeting minutes verifying the input of, and work done by, the faculty on the interventions (more artifacts are encouraged to demonstrate greater competency).</p>	<p>The candidate produces few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; or soliciting input from faculty in the</p>	<p>1 / 0</p>

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		school improvement process.	
<u>Quality:</u> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 1.3—Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ● ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.E, 2.I, 4.A through 4.D, and 5.A ● Appropriateness of the content 	The candidate demonstrates his or her work with the faculty to create, implement and evaluate an SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school's SIP.	The candidate's action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school's SIP.	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	The candidate creates a clear action plan (an artifact) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plan. There is a logical	The candidate's action plan is not clear or is missing (an artifact), and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does	1 / 0

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	sequence to all events, all are well-planned and executed, and achieve the purpose of improving student achievement.	not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.	
<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results 	The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required for the implementation of the action plan and the continuous school improvement process.	The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate's action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.	1 / 0
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well-organized ● Demonstrates full completion 	The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; and evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative (more artifacts are	The candidate produces a few but not all of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan.	1 / 0

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	encouraged to demonstrate greater competency):		
<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	<p>The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 1.4 Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.E, 2.I, 4.A-4.D, and 5.A ● Appropriateness of the content 	<p>The candidate presents to the school's leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate's recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and are aligned with the mission and vision of the</p>	<p>The candidate's presentation to the school's leadership team is an incomplete examination of the school's SIP; the analysis of action plans is lacking and recommendations are not logical or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to</p>	1 / 0

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	<p>school. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement and demonstrates significant logical and practical improvements for future planning by the school's leadership team.</p>	<p>increase student achievement. The recommendations are not aligned with the mission and vision of the school or are not clearly articulated as such.</p>	
<p><u>Process:</u></p> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	<p>The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well-planned and executed, and they achieve the purpose of improving student achievement.</p>	<p>The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and the events do not achieve the purpose of improving student achievement.</p>	<p>1 / 0</p>
<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results 	<p>The candidate clearly states the outcomes and expectations of the presentation (and possesses artifacts to demonstrate accomplishment). The candidate produces additional data and documents to support the outcomes or expectations from the presentation.</p>	<p>The outcomes of the candidate's presentation are vague and unclear (few or no artifacts support the presentation). There are few supporting documents or data to back up the presentation.</p>	<p>1 / 0</p>
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards 	<p>The candidate produces the following presentation</p>	<p>The candidate produces few of the following items and</p>	<p>1 / 0</p>

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<ul style="list-style-type: none"> ● Articulate and well organized ● Demonstrates full completion 	<p>items: an outline, a multi-media presentation (Power Point or other), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, meeting minutes, and input received as a result of the presentation. (More artifacts are most certainly welcome to demonstrate greater competency.)</p>	<p>those presented do not demonstrate competency: handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, and input received as a result of the presentation.</p>	
<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	<p>The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.</p>	<p>1 / 0</p>
<p>Candidates must meet 5 of 5 to demonstrate competency.</p>	<p>Total Score</p>		

Assessment 2 — Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

Focus Area: 2.1 — Participate in the hiring process including, at a minimum, creation of a job description; creation of interview questions and evaluation tools; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

	<p>Meets the Standard</p>	<p>Does Not Meet the Standard</p>	<p>Score</p>
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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● ISLLC Standards 3.A, 3.B, 4.B, 5.B, and 6.A ● Appropriateness of the content 	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description. Alternatively, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resources director or superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a tool to evaluate the applicants' competence. The interview questions are aligned with student learning needs. The evaluation tools are based on the job description and provide clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on the alignment of the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it or the analysis is lacking in substance. The candidate does not create interview questions, and tools to evaluate the applicants or the interview questions are not aligned with student learning needs. The candidate does not create evaluation tools, the evaluation tools are not based on the job description, or the tools do not provide clear criteria for evaluating applicants for the position. One or more of the interview questions are not relevant to making judgments about the competence of applicants or request information that violates anti-discrimination laws.</p>	<p>1 / 0</p>
<p><u>Process:</u></p> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential 	<p>The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the</p>	<p>The candidate does not complete one or more important aspects of the process. The candidate does not participate in the</p>	<p>1 / 0</p>

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<ul style="list-style-type: none"> ● Understandable ● Achieves the purpose 	<p>interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the evaluations of the applicants. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>interviews of applicants for the position; does not perform one or more of the following: greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, or provides information to applicants about the school and district; does not complete the evaluations of the applicants; or does not prepare rejection letters for candidates who were not selected.</p>	
<p><u>Outcomes/Reflection:</u></p> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results ● Reflection 	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the evaluation. (In the event an applicant was not acceptable, the candidate explained why.) The candidate reflects on the knowledge and skills required to effectively perform his or her role and explains how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported with data from the evaluation. The candidate does not reflect on the knowledge and skills required to effectively perform his or her role, or the reflection is superficial. The candidate does not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	<p>1 / 0</p>
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well organized 	<p>The candidate produces (1) a description of collaboration with staff on alignment of the job description with student learning needs; (2)</p>	<p>The candidate is missing one or more of the following: (1) description of collaboration with staff on alignment of the job</p>	<p>1 / 0</p>

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<ul style="list-style-type: none"> • Demonstrates full completion 	<p>the job description the candidate creates or, if a standard job description is used by the district, a recommendation memo to human resources or the superintendent; (3) interview questions; (4) evaluation tools to rate the applicants; and (5) rejection letters for candidates who were not selected.</p>	<p>description with student learning needs; (2) job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) evaluation tools to rate the applicants; and (5) rejection letters for candidates who were not selected.</p>	
<p><u>Quality:</u></p> <ul style="list-style-type: none"> • First year principal or better • Complete • Accurate 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	<p>1 / 0</p>
<p>Candidates must meet 5 of 5 to demonstrate competency.</p>	<p>Total Score</p>		

Focus Area: 2.2— Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> • ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.F, 2.G, 2.H, 2.I, 3.C, 3.D, 3.E, 5.B, 5.C, and 5.E 	<p>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations,</p>	<p>The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (through a summary based upon notes, observations,</p>	<p>1 / 0</p>

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<ul style="list-style-type: none"> ● Appropriateness of the content 	<p>meeting with a teacher, forms and student achievement data). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	<p>meeting with a teacher, forms and student achievement data). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the vision and mission of the school through alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	
<p><u>Process:</u></p> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	<p>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate's process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are</p>	<p>The candidate does not follow the three-step clinical supervision process. The candidate's process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.</p>	<p>1 / 0</p>

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	shared, recommendations for improvement provided, and professional development activities identified.		
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results ● Reflection 	<p>The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school's improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate's personal reflection lacks depth or does not address the individual teacher who was observed. The candidate does not solicit feedback on his or her performance as an evaluator from the teacher being evaluated or the internship principal.</p>	1 / 0
<u>Products:</u> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well-organized ● Demonstrates full completion 	<p>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the</p>	<p>The candidate is missing one or more of the artifacts that summarizes the candidate's work in the clinical supervision process, including documentation from the formative pre-observation conference,</p>	1 / 0

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	post-observation conference and the summative evaluation of the teacher's performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.	classroom observation, the post-observation conference or the summative evaluation of the teacher's performance. Artifacts missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference; post-observation conference write-up or formative evaluation form; summative evaluation; or professional development recommendations.	
<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First-year principal or better ● Complete ● Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 2.3—In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

	Meets the Standard	Does Not Meet the Standard	Score
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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● ISLLC Standards 1.B through 1.E, 2.A, 2.D, 2.F, 2.G, 3.D, 4.A through 4.D, and 5.A ● Appropriateness of the content 	<p>The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council's Standards for Staff Development (2001).</p>	<p>The candidate does not or inadequately demonstrates knowledge of the National Staff Development Council's Standards for Staff Development (2001).</p>	<p>1 / 0</p>
<p><u>Process:</u></p> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	<p>The candidate clearly demonstrates application of the staff development standards to his or her school's professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.</p>	<p>The candidate does not or inadequately demonstrates application of the staff development standards to his or her school's professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.</p>	<p>1 / 0</p>
<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> ● Clearly stated ● Clearly demonstrated ● Data support the results 	<p>The candidate clearly states the outcomes of the school's professional development plan in relationship to school improvement.</p>	<p>The candidate does not or inadequately states the outcomes of the school's professional development plan in relationship to school improvement.</p>	<p>1 / 0</p>
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well-organized ● Demonstrates full completion 	<p>The candidate's internship time log and reflections clearly indicate knowledge of the staff development standards, application of the standards to the professional development plan embedded in the school's SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	<p>The candidate's internship time log and reflections do not indicate or inadequately indicate knowledge of staff development standards, application of the standards to the professional development plan embedded in the school's SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	<p>1 / 0</p>

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<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	<p>1 / 0</p>
<p>Candidates must meet 5 of 5 to demonstrate competency.</p>		<p>Total Score</p>	

~~Assessment 3— Demonstrate comprehensive understanding and performance in conducting schoolwide management of personnel, resources, and systems for adequacy and equity.~~

~~Focus Area: 3.1— Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing and sustaining a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students.~~

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● ISLLC Standards 1.D, 2.A through 2.I, 4.A through 4.D, 5.B, 5.C, 5.E, and 6.A through 6.C ● Appropriateness of the content 	<p>The candidate demonstrates knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building</p>	<p>The candidate does not demonstrate knowledge and skills in an understanding of systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building</p>	<p>1 / 0</p>

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	leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.	leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.	
<p><u>Process:</u></p> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	<p>The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.</p>	<p>The candidate does not demonstrate an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are inaccurate, incomplete, illogical, and not able to be implemented in a school setting.</p>	1 / 0
<p><u>Outcomes/Reflection:</u></p> <ul style="list-style-type: none"> ● Clearly stated and demonstrated ● Data support the results ● Candidate reflects on his or her role in the process ● Reflection 	<p>The candidate clearly states the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment as evidenced by conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness and making recommendations for improvement. The candidate</p>	<p>The candidate does not clearly state the outcomes and expectations for improving student learning through the analysis of two areas of the school's learning environment as evidenced by a poor review of data, lack of identification of supporting factors and impeding factors, poorly graphed map of the system, incomplete evaluation of effectiveness and poor recommendations for improvement. The</p>	1 / 0

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	reflects on his or her involvement and the potential impact these systems may have on school personnel and student achievement and learning.	candidate is not able to adequately reflect on his or her involvement and the potential impact the work may have on school personnel and student achievement and learning.	
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well organized ● Demonstrates full completion 	The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.	The candidate does not or poorly produces the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems' effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership and building leadership teams, and these are minimally or not included.	1 / 0
<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

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~~**Focus Area: 3.2**—Review the school's budget and other resources with the mentor. Detail how the resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: limited English proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.~~

	Meets the Standard	Does Not Meet the Standard	Score
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● ISLLC Standards 1.D, 2.E, 3.A through 3.E, 4.A, and 5.A through 5.E ● Appropriateness of the content 	<p>The candidate's presentation and artifacts support a clear understanding of the school's budget and delineate the use of available resources; evaluate adequacy and assess for effectiveness and efficiency. The candidate's presentation provides recommendations for improvement to a specific audience and solicits input. The candidate's presentation and final report addresses the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not present or poorly presents his or her understanding of the school budget, available resources and specific impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate's final budget report does not provide or minimally provides appropriate recommendations for improvement.</p>	1 / 0
<p><u>Process:</u></p> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	<p>The candidate documents a meeting with the mentor to review the school's budget (an artifact). The candidate demonstrates an understanding of the school budget and resources available, providing details of how the resources are used, and an assessment of adequacy, effectiveness, and</p>	<p>The candidate fails to demonstrate an understanding of the school budget and resources. The candidate's report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget</p>	1 / 0

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	<p>efficiency as delineated in a report prepared and shared with the mentor. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and mentor meet to discuss the candidate's recommendations and reflections on the school budget, resources, impact on student subgroups and recommendations.</p>	<p>to a faculty group for input. No meeting or a limited meeting is held between the candidate and mentor to discuss the school budget, resources, impact on student subgroups, the candidate's recommendations or the candidate's reflections on the school budget and other resources.</p>	
<p><u>Outcomes/Reflection:</u></p> <ul style="list-style-type: none"> ● Clearly stated and demonstrated ● Data support the results ● Candidate reflects on his or her role in the process ● Reflection 	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used, including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on his or her involvement in the budget review process, resources available and the impact the</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are used, including an assessment of adequacy, effectiveness and efficiency, are incomplete. School budget recommendations are poor or inappropriate. Little or no specificity is given to the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on his or her involvement in reviewing the school budget, resources and impact on subgroups.</p>	<p>1 / 0</p>

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	recommendations will have on the school.		
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well-organized ● Demonstrates full completion 	<p>The candidate produces the following: a copy of the school budget he or she has reviewed, initialed by the mentor; a report containing the details of how the budget resources are used, and how the resources are evaluated for adequacy and assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not produce a copy of the school budget he or she has reviewed, initialed by the mentor. The report does not contain the details of how resources are used, or how the resources are evaluated for adequacy or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements or the final report does not specifically address the impact of the budget on NCLB student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	1 / 0
<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.		Total Score	

Focus Area: 3.3 — State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school's mission (i.e., instructional (curriculum,

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assessment, technology, class structure) and management (discipline plan, attendance, maintenance, transportation)). Choose one instructional and one management system and create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the mentor.

	Meets the Standard	Does Not Meet the Standard	Score
<u>Content:</u> <ul style="list-style-type: none"> ● ISLLC Standards 1.A, 1.B, 1.D, 2.E, 2.G, 2.H, 3.A, 3.B, 4.A, and 5.A ● Appropriateness of the content 	The candidate clearly incorporates the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate creates an assessment tool for analysis to use in developing recommendations for improvement in the final report.	The candidate does not clearly incorporate the mission of the school in determining and analyzing the two different systems (one instructional and one management). The candidate's assessment tool for analysis lacks development for accurate and worthwhile recommendations for improvement in the final report.	1 / 0
<u>Process:</u> <ul style="list-style-type: none"> ● Follows theory to practice ● Logical and sequential ● Understandable ● Achieves the purpose 	The candidate demonstrates an understanding of two school systems (instructional and management) through the use of an accurately created assessment to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement.	The candidate is unable to demonstrate an understanding of two school systems (instructional and management). The assessment is not accurate for use in analysis of the two systems. The analysis is unconnected to practical recommendations for improvement.	1 / 0
<u>Outcomes/Reflection:</u> <ul style="list-style-type: none"> ● Clearly stated and demonstrated ● Data support the results 	The candidate clearly states the outcomes and expectations of analyzing two systems (one instructional and one management) through reviewing data and systems;	The candidate does not clearly state the outcomes and expectations of analyzing two systems (one instructional and one management). The reviewed data are lacking, the	1 / 0

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<ul style="list-style-type: none"> ● Candidate reflects on his or her role in the process ● Reflection 	<p>creating an assessment tool, evaluating effectiveness, making recommendations and reporting findings to the principal. The candidate is able to reflect on his or her involvement in the project and the impact the recommendations will have on the school.</p>	<p>assessment is ineffective and lacks connection to the recommendations, and the reported findings are not appropriate. The candidate is lacking in the reflection on his or her involvement in the project and the impact the recommendations will have on the school.</p>	
<p><u>Products:</u></p> <ul style="list-style-type: none"> ● Align to standards ● Articulate and well organized ● Demonstrates full completion 	<p>The candidate produces a report that contains the following: a clear connection of recommended changes to the mission of the school; a mapping of two systems (one instructional and one management); an assessment tool used for the systems' evaluation; an analysis of the data; and recommendations for improvement.</p>	<p>The candidate is unable to produce a report that contains clear connections of recommended changes to the mission of the school; an analysis of two systems in the school (one instructional and one management); an assessment tool used for analysis; and recommendations for improvement.</p>	<p>1 / 0</p>
<p><u>Quality:</u></p> <ul style="list-style-type: none"> ● First year principal or better ● Complete ● Accurate 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	<p>1 / 0</p>
<p>Candidates must meet 5 of 5 to demonstrate competency.</p>	<p>Total Score</p>		

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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- 1) Heading of the Part: Programs for the Preparation of Superintendents in Illinois
- 2) Code Citation: 23 Ill. Adm. Code 33
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
33.10	Amendment
33.20	Amendment
33.30	Amendment
33.40	Amendment
33.45	Amendment
33.50	Amendment
33.60	Amendment
33.70	Amendment
33.Appendix A	Amendment
33.Appendix B	Repealed
33.Appendix C	Repealed
- 4) Statutory Authority: 105 ILCS 5/2-3.6 and 21B-25
- 5) A Complete Description of the Subjects and Issues Involved: This Part is being amended to include updates to national standards required for superintendent preparation programs, including an implementation date and updated assessment rubric in Appendix A. Face-to-face requirements are also removed to allow programs autonomy to determine appropriate format of delivery. Finally, technical changes and updates to antiquated practices were made in each section.
- 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 proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This rulemaking will not create or enlarge a State mandate.

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- 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:

Azita Kakvand
Illinois State Board of Education
555 West Monroe Street
Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNELPART 33
PROGRAMS FOR THE PREPARATION OF SUPERINTENDENTS IN ILLINOIS

Section

33.10	Definitions
33.20	Purpose and Applicability
33.30	General Program Requirements
33.40	Internship Requirements
33.45	Assessment of the Internship
33.50	Coursework Requirements
33.60	Candidate Selection
33.70	Program Approval and Review

33.APPENDIX A Standards for Assessment and Evaluation~~Competencies for~~
Superintendents

33.APPENDIX B Standard 2: Required Assessments (Repealed)

33.APPENDIX C Standard 2: Assessment Rubric (Repealed)

AUTHORITY: Implementing Section 21B-25 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/21B-25 and 2-3.6].

SOURCE: Adopted at 38 Ill. Reg. 18948, effective September 8, 2014; amended at 39 Ill. Reg. 6668, effective April 27, 2015; amended at 40 Ill. Reg. 13667, effective September 15, 2016; amended at 42 Ill. Reg. 9563, effective May 29, 2018; amended at 46 Ill. Reg. _____, effective _____.

Section 33.10 Definitions

As used in this Part:

"Educational unit" means the college, school, department or division of an institution or not-for-profit entity that is primarily responsible for the initial and continuing preparation of educators.

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"Field-based experiences" means multiple experiences that occur within a school setting that relate directly to core subject matter of the course and enable candidates to apply theory to practice.

"Internship" means a sustained, continuous, structured and supervised experience lasting a minimum of 12 months, with defined objectives and activities designed to enable candidates to acquire the skills and knowledge necessary to demonstrate mastery of certain competencies expected of superintendents. (Also see Appendix A.)

"Internship Supervisor" means a superintendent of the school district (or the chief executive officer of a school district authorized under Article 34 of the School Code [105 ILCS 5/Art. 34]) where a candidate's internship is conducted and who supervises candidates during the internship period.

"Institution" means a regionally accredited institution of higher learning as specified in Section 21B-105 of the School Code [105 ILCS 5/21B-105]. (Also see 23 Ill. Adm. Code 25.10 (Accredited Institution).)

"Not-for-profit entity" means an entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5] and that is recognized to provide an educator preparation program in the State of Illinois pursuant to 23 Ill. Adm. Code 25.Subpart C (Approving Programs that Prepare Professional Educators in the State of Illinois).

"Partner" means one or more institutions, not-for-profit entities or school districts that jointly design, implement and administer the superintendent preparation program. For the purposes of this Part, "partners" do not include school districts and their schools that serve only as sites for candidates to complete internship requirements or field experiences.

"Program completers" means persons who have met all the requirements of a State-approved superintendent preparation program established pursuant to this Part and who have fulfilled the requirements for receipt of a superintendent endorsement set forth in Section 21B-25 of the School Code [105 ILCS 5/21B-25] and 23 Ill. Adm. Code 25.355 (Endorsement for Superintendent (2019)).

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"School Code" or "Code" means 105 ILCS 5.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.20 Purpose and Applicability

- a) This Part sets forth the requirements for the approval of programs to provide individuals with the knowledge, skills, and experiences necessary to implement a systems-orientation approach to educational leadership, financial oversight, school management, and parental and community involvement.
- b) Requirements of this Part are in addition to the requirements for the approval of new educator preparation programs set forth in 23 Ill. Adm. Code 25.Subpart C.
- c) Candidates successfully completing a superintendent preparation program shall obtain a superintendent endorsement on a professional educator license and are eligible to work as superintendents or assistant superintendents.
- d) Beginning ~~No later than~~ September 1, 2019, all programs for the preparation of superintendents shall meet the requirements set forth in this Part.
- e) Beginning October 1, 2025, no new candidates shall be admitted into a superintendent program until the program's alignment to the National Educational Leadership Preparation (NELP) Program Recognition Standards-District Level, published by National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483, and available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>, is approved by the State Superintendent ~~Beginning September 1, 2016, institutions or not-for-profit entities may admit new candidates only to superintendent preparation programs that have been approved under this Part.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.30 General Program Requirements

- a) The program shall be jointly established by one or more institutions or not-for-profit entities in partnership with one or more public school districts and in consultation with one or more professional organizations that represent school

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administrators, school boards, chief school business officials, or regional superintendents of education.

- b) The responsibility and roles of each partner in the design, implementation, and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:
- 1) the process and responsibilities of each partner for the selection and assessment of candidates;
 - 2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;
 - 3) the development and implementation of a training program for internship supervisors and faculty supervisors that supports candidates' progress during their internships in participating in and demonstrating leadership;
 - 4) names and locations of non-partnering school districts where the internship and any field experiences may occur, including the roles and responsibilities of the participating districts and the provider; and
 - 5) the process to evaluate the program at least annually, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.
- c) Each program shall meet the National Educational Leadership Program Standards: 2018 NELP~~2011 ELCC~~ District Level Standards published by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483 and posted at [~~http://npbea.org/wp-content/uploads/2012/06/ELCC-District-Level-Standards-2011.pdf~~](https://www.npbea.org/nelp). No later amendments to or editions of these standards are incorporated by this Part.
- d) Each program shall offer curricula that address student learning, school improvement, and system management and focus on:
- 1) support of rigorous standards for all students (e.g., students with disabilities, English language learners, gifted students, students in early

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childhood programs) and high-quality accountability systems that promote increasing student achievement and improving results;

- 2) the efficient use of district or school resources (e.g., human, fiscal, technological) and the importance of maintaining a safe, healthy, and productive environment;
- 3) understanding the knowledge, skills, and responsibilities of high-quality professional staff, ~~as articulated in standards governing the receipt of educator licensure listed at 23 Ill. Code 25.115(e)(1) (Recognition of Institutions and Educational Units, and Approval of Programs);~~ and
- 4) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.40 Internship Requirements

- a) The internship portion of the program shall be conducted at one or more public school districts so as to enable the candidate to be exposed to and to participate in a variety of educational leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).
 - 1) The internship shall consist of the following components:
 - A) Engagement in leadership activities at all grade levels (i.e., preschool through grade 12), that focus on creating, evaluating, selecting, supervising, and monitoring high-quality and rigorous curricular, instructional, assessment, and financial resources designed to:
 - i) increase achievement of students in general education, special education, bilingual education, and gifted education settings; and

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- ii) contribute to school improvement;
 - B) Active participation in the hiring, supervision, and evaluation of administrators, teachers, other licensed staff and nonlicensed staff, as applicable, and development of professional development plans aligned to the goals of the district improvement plan;
 - C) Active participation in management and operational activities (e.g., strategic or long-range planning, policies and procedures, budgeting and financial management, facilities maintenance) that promote efficiency and a safe and healthy environment; and
 - D) Active collaboration with administrators, faculty, families, and communities that results in decision-making that has legal and ethical bases.
- 2) The internship shall require the candidate to work directly with administrators and others in the school district's primary office and to participate and take the lead in specific tasks related to meeting the competencies referenced in Appendix A.
- b) Internship Site
- 1) A public school district may serve as an internship site if the superintendent:
 - A) holds a valid and current professional educator license endorsed for superintendent issued pursuant to 23 Ill. Adm. Code 25.355-~~or~~ 25.360; or
 - B) if the internship site is located in another state, holds a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located.
 - 2) The provisions of subsection (b)(1) do not apply to a school district authorized under Article 34 of the School Code.

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- 3) In all cases, the superintendent shall have two years of successful experience in that position as evidenced by relevant data and formal evaluations or letters of recommendation from former supervisors that reflect achievement of the competencies set forth in Appendix A.
- c) The school district superintendent shall serve as the internship supervisor for that portion of the program.
 - 1) Each internship supervisor shall meet the following qualifications:
 - A) hold a valid and current professional educator license endorsed for superintendent or a valid and current license that is comparable to the required Illinois professional educator license endorsed for superintendent issued by the state in which the internship site is located; and
 - B) have served at least two years on a full-time basis as a superintendent, except that a first-year superintendent may serve as the internship supervisor if that individual was hired after the candidate started the internship in the respective school district.
 - 2) Each internship supervisor shall:
 - A) assign the candidate to the administrative staff whose duties and responsibilities are most closely aligned to the particular leadership skills and experiences being assessed; however, the internship supervisor shall retain supervisory authority and oversight for the candidate's progress;
 - B) observe, evaluate, and provide feedback to each candidate about the candidate's performance; and
 - C) work in collaboration with other personnel with whom the candidate has been assigned to complete the assessment of the candidate's performance during the internship as required pursuant to Section 33.45.
- d) Programs shall ensure that each candidate:

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- 1) successfully completes the training and passes the assessment required under Section 24A-3 of the School Code ~~[105 ILCS 5/24A-3]~~ prior to licensure, or before the candidate evaluates staff, should evaluations be included as a component of the preparation program, whichever occurs first; and
 - 2) passes the applicable content-area test (see 23 Ill. Adm. Code 25.710 ~~(Definitions)~~) prior to receipt of endorsement.
- e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse school districts for the costs of employing substitute administrators for candidates who are full-time administrators and must be absent from their school districts in order to complete internship activities.
 - f) Programs may provide monetary stipends for candidates while they are participating in their internship.
 - g) A program may extend the length of an internship beyond the expected date of completion for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.45 Assessment of the Internship

- a) The superintendent preparation program shall rate each candidate's level of knowledge and abilities gained as a result of the candidate's participation in the internship required under Section 33.40 by implementing a process to assess both the candidate's understanding of school practices that foster student achievement and a positive learning environment and of ~~the candidate's~~ ~~his or her~~ ability to provide effective leadership. -The assessment process and any rubrics to be used shall be submitted as part of the program's application for approval under Section 33.70.

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- b) ~~Except for ELCC Standard 2 (Curriculum and Instruction), the candidate shall demonstrate the competencies listed in Appendix A by completing during the course of the internship the tasks specific to each of the competencies identified in the assessment rubric developed pursuant to subsection (a).~~
- be) Each superintendent preparation program shall use the assessments evaluation rubrics identified in Appendix AB to determine a candidate's level of knowledge and abilities gained ~~relative to competencies defined for ELCC Standard 2 (Curriculum and Instruction). The program shall rate a candidate's demonstration of having achieved competencies listed in Appendix A as "meets the standards" or "does not meet the standards" in accordance with the rubric set forth in Appendix C.~~
- 1) ~~A candidate must achieve a "meets the standards" on each competency in order to successfully complete the internship.~~
- 2) ~~A candidate who fails to achieve a "meets the standards" on any of the competencies may repeat the tasks associated with the failed competency at the discretion of the superintendent preparation program.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.50 Coursework Requirements

- a) The coursework required by the preparation program of its candidates must cover each of the following areas:
- 1) State and federal laws, regulations, and case law affecting Illinois public schools;
 - 2) State and federal laws, regulations, and case law regarding programs for students with disabilities and English language learners;
 - 3) use of technology for effective teaching and learning and administrative needs;
 - 4) use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure, monitor the effectiveness of instruction

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proposed for students identified as at risk, and modify instruction as needed to meet the needs of each student;

- 5) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting, and rewarding a peaceful and productive school climate; and
 - 6) the process to be used to evaluate licensed staff in accordance with the provisions of Section 24A-3 of the School Code.
- b) The superintendent preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum.
- c) A superintendent preparation program may allow candidates to "proficiency out" of certain coursework, provided that the candidate presents acceptable evidence of having mastered the competencies gained from the coursework and the program has adopted a policy regarding proficiency procedures.
- 1) The policy adopted under this subsection (c) shall require that candidates provide evidence of specific experiences that exemplify competency rather than providing only the results from written examinations or evidence of participation in an activity.
 - 2) The policy adopted under this subsection (c) shall list those courses that are mandatory for program completion, regardless of a candidate's previously acquired competencies.
- d) ~~In addition to meeting the requirements in subsections (a) and (b), programs providing 50 percent or more of coursework via distance learning or video-conferencing technology shall be approved only if they meet the following conditions:~~
- 1) ~~Candidates must be observed by a full-time tenure-track faculty member who provides instruction in the superintendent preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent~~

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~~interacting and working with the candidate in a variety of settings (e.g., attending meetings with the candidate, observing the candidate during the internship portion of the program, working with school board members or other school administrators, participating in budget setting sessions).~~

- 2) ~~Each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program's Illinois facility in order to meet with the program's full time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate's progress in the program.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.60 Candidate Selection

Candidates admitted to a program for superintendent preparation shall be selected through an ~~in-~~person-interview process. Each candidate must meet the following minimum requirements:

- a) Hold a valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official, or director of special education.
- b) Have experience in a public school district or nonpublic school recognized in accordance with 23 Ill. Adm. Code 425 (~~Voluntary Registration and Recognition of Nonpublic Schools~~) on one of the following endorsements to the professional educator license or, for out-of-state candidates, the requisite experience while holding a certificate or license that is comparable to the respective Illinois credential:
 - 1) General Administrative;
 - 2) Principal;
 - 3) Director of Special Education; or
 - 4) Chief School Business Official.
- e) ~~Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously~~

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~~issued administrative certificate (see 23 Ill. Adm. Code 25.720(b) (Applicability of Testing Requirements and Scores)).~~

- c~~d~~) Submission of a portfolio that presents evidence of a candidate's achievements during the candidate's ~~his or her~~ administrative experience in each of the following categories:
- 1) Support of all students in the classroom to achieve high standards of learning;
 - 2) Significant leadership roles in the school (e.g., curriculum, assessment or instructional development, school management or budgeting, evaluation of staff, mentoring);
 - 3) Strong oral and written communication skills;
 - 4) Analytic abilities needed to collect and analyze data for school and district improvement;
 - 5) Demonstrated respect for family and community;
 - 6) Strong interpersonal skills; and
 - 7) Strong demonstrated leadership skills and abilities.
- d~~e~~) For purposes of subsection (c~~d~~), "evidence" includes, but is not limited to:
- 1) Evaluations of the candidate's administrative abilities from supervisors that attest to school and district improvement;
 - 2) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
 - 3) An analysis of school or district data (e.g., student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the academic achievement or school improvement outcomes, and steps taken when expected outcomes did not occur;

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- 4) Information about the candidate's work with families and/or community groups and a description of how this work affected school or district operations, policies, and procedures;
 - 5) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
 - 6) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement with school committees.
- f) Each applicant shall interview ~~face to face~~ with no fewer than two of the program's full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete ~~on-site~~ a written response to a scenario presented by the interviewers.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.70 Program Approval and Review

- a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.120 (~~Approval of Educator Preparation Programs by the State Board of Education~~).
- b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.120, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:
 - 1) The guidance to be developed to ensure that internship supervisors effectively assist candidates to optimize their experiences during the internship;
 - 2) The roles and responsibilities of candidates and internship supervisors;
 - 3) The process the institution or not-for-profit entity will use to communicate with the internship supervisor and candidate;

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- 4) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;
- 5) A description of the rubric the program will use to assess and evaluate the quality of a candidate's portfolio required under Section 33.60;
- 6) The competencies, to include those specified in Appendix A, expected of candidates who complete the program and how those expectations will be communicated to the candidate upon the candidate's~~his or her~~ admittance to the program;
- 7) The activities to meet the expectations embedded in the competencies specified in Appendix A that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon the candidate's~~his or her~~ admittance to the program;
- 8) A copy of the partnership agreement or agreements and a description of the partners' involvement in the development of the program, a description of the roles each partner will have, and information about how the partnership will continue to operate and how it will be evaluated;
- 9) A copy of any agreements with school districts (other than those participating in the partnership) that will serve as sites for the internship or field experiences;
- 10) A description of each course proposed and the internship, to include:
 - A) a course syllabus;
 - B) how progress will be measured and successful completion will be determined;
 - C) a data table that demonstrates each course's, and the internship's, alignment to the NELPELCC standards (see Section 33.30(c)); and
 - D) for individual courses, a detailed description of any field experiences required for course completion;

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- 11) Copies of assessments and rubrics to be used in the program, including, but not limited to, samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 33.45;
 - 12) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of licensed staff under Article 24A of the School Code [~~105 ILCS 5/Art. 24A~~]; and
 - 13) A complete description of how data about the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district.
- c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.120(a)). ~~The State Superintendent shall provide a complete request to the Superintendent Preparation Review Panel for its review and recommendation as to whether the program should be approved. The panel, to be appointed by the State Superintendent, shall consist of:~~
- 1) ~~two individuals holding current and valid Illinois professional educator licenses endorsed in a teaching field and currently employed in Illinois public schools;~~
 - 2) ~~four individuals holding current and valid professional educator licenses endorsed for superintendent, and currently employed as superintendents in Illinois public schools;~~
 - 3) ~~two individuals holding current and valid professional educator licenses endorsed for principal or general administrative and currently employed as principals in Illinois public schools;~~
 - 4) ~~two individuals from institutions of higher education in Illinois that have a recognized educational unit approved for the provision of educator preparation programs pursuant to 23 Ill. Adm. Code 25.Subpart C, one of whom shall be from a public institution and one of whom shall be from a nonpublic institution; and~~

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- ~~5) one licensed administrative staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000.~~
- d) The State Educator Preparation and Licensure Board (SEPLB) shall provide a recommendation for program approval or denial to the State Superintendent. Superintendent Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days after receipt. Based upon its review, the Panel may:
- ~~1) issue a recommendation to the State Educator Preparation and Licensure Board (SEPLB) that the superintendent preparation program be approved; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant; or~~
 - ~~2) issue a recommendation to the SEPLB that the superintendent preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the SEPLB's meeting to consider the Panel's recommendation shall be provided to the applicant.~~
- e) ~~An institution or not-for-profit entity may withdraw its request for approval by notifying the State Superintendent of Education of its intent to withdraw no later than 15 days after it receives notification of the Superintendent Preparation Review Panel's recommendation.~~
- ef) Actions following upon the final recommendation of the SEPLB shall be as described in 23 Ill. Adm. Code 25.160 (Notification of Recommendations; Decisions by State Board of Education).
- fg) An approved superintendent preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 33. Appendix A Standards for Assessment and Evaluation Competencies for Superintendents

By October 1, 2025, all standards shall be assessed using the candidate assessments and evaluation rubrics set forth in Appendix 1 of the National Educational Leadership Preparation (NELP) Program Recognition Standards-District Level, published by National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483 and available at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>. (No later amendments to or editions of these guidelines are incorporated.) Preparation program providers may utilize additional assessments and rubrics at their discretion.

~~This Appendix sets forth the competencies that a candidate must acquire, aligned to each of the Standard Elements of the Educational Leadership Program Standards: 2011 ELCC District Level, as a result of successfully completing a superintendent preparation program.~~

Standard Category and Standard Elements	Competencies Aligned to the Standard Elements
Standard 1: Vision	The candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to:
Standard Element 1.1 Understand and collaboratively develop, articulate, implement and steward a shared vision of learning for a school district.	Design, lead and support a collaborative process for developing and implementing a shared district vision and mission for learning that is characterized by a respect for students and their families, and community partnerships and includes a focus on the future.
Standard Element 1.2 Understand and collect and use data to identify district goals, assess organizational effectiveness and implement district goals.	Identify district-based tactical and strategic goals, and collaboratively develop implementation plans to achieve those goals and promote organizational learning and effectiveness.

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<p>Standard Element 1.3</p> <p>Understand and promote continuous and sustainable district improvement.</p>	<p>Lead the process to develop a comprehensive plan for communicating and stewarding the district's vision; using evidence-centered continuous and sustainable improvement strategies, data reporting and strategic planning processes.</p>
<p>Standard 1.4</p> <p>Understand and evaluate district progress and revise district plans supported by stakeholders.</p>	<p>Lead the process to evaluate district improvement processes to identify strategies or practices to be used to build the organizational capacity necessary to support continual and sustainable district improvement supported by district stakeholders.</p>
<p>Standard 2: Curriculum, Instruction and Assessment</p>	
<p>Standard Element 2.1</p> <p>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</p>	<p>Promote the district's plan for all students to achieve academic and social-emotional success.</p>
<p>Standard Element 2.2</p> <p>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</p>	<p>a) Lead the district in the process to create and evaluate comprehensive, rigorous, and coherent programs to maximize high-quality teaching and learning practices within the district;</p> <p>b) Lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, instruction and assessment that:</p> <ol style="list-style-type: none"> 1) Incorporates cultural competence in development of these programs; 2) Meets the unique learning needs and interests of diverse student populations; and 3) Personalizes the learning environment with high expectations for all students.
<p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and</p>	<p>a) Systematically direct the monitoring of teaching and learning practices across the district and provide assistance to school administrators;</p>

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<p>leadership capacity across the district.</p>	<p>b) Facilitate the direction of the alignment of curriculum, instruction and assessments;</p> <p>e) Direct the use of evidence-based research in making curricular, instructional and assessment decisions;</p> <p>d) Provide district resources to support high quality curriculum, instruction and assessments;</p> <p>e) Link the evaluation process to student progress, utilizing data from principals and teachers, and other related data sources;</p> <p>f) Develop assessment and accountability systems that utilize multiple data sources to monitor student success;</p> <p>g) Lead the process to design performance evaluation systems for staff based on multiple measures of professional performance and student outcomes, and provide feedback based on evidence;</p> <p>h) Provide leadership for districtwide and school-level professional development plans that result in continuous growth and increased capacity of school staff and leaders for improved teaching and student learning; and</p> <p>i) Set the expectation that the faculty and staff maximize time spent on curriculum, instruction and assessment.</p>
<p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p>	<p>a) Lead the use of district technology and performance management systems to support teaching and learning; and</p> <p>b) Monitor, evaluate and report on the effectiveness of curriculum, instruction and assessment practices across the district, and make appropriate recommendations.</p>
<p>Standard 3: Management</p>	
<p>Standard Element 3.1</p> <p>Understand and monitor and evaluate district management and operational systems.</p>	<p>a) Develop and oversee district systems for effective and efficient management of policies, procedures and practices;</p> <p>b) Review and utilize the district's strategic and long-range plans to guide the district's daily practices;</p>

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	<p>e) Analyze district processes and operations to identify and place in priority order strategic and tactical challenges for the district; and</p> <p>d) Identify and demonstrate the ability to lead the process to implement best practices in personnel management, facilities operation, financial and student procedures, data management, technology management and transportation systems.</p>
<p>Standard Element 3.2</p> <p>Understand and efficiently use human, fiscal and technological resources within the district.</p>	<p>a) Develop multi-year fiscal plans and annual budgets aligned to the district's strategic plan (vision, mission, values and goals);</p> <p>b) Analyze and develop a district's budget and financial status and project the district's long-term resource needs and expenditures;</p> <p>c) Lead the process to develop and implement facility and space utilization plans for the district;</p> <p>d) Lead the process to develop plans that reflect the district's vision for the use of technology to manage district operational systems;</p> <p>e) Identify, recommend, secure, allocate and evaluate appropriate human resources to support the educational program and operations;</p> <p>f) Demonstrate the ability to implement effective internal controls for the receipt and distribution of funds at the district and school levels; and</p> <p>g) Lead and implement an effective process for asset management.</p>
<p>Standard Element 3.3</p> <p>Understand and promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p>	<p>a) Lead the process to review, revise and implement district policies and procedures that result in a safe and secure environment for students and staff; and</p> <p>b) Develop, review, analyze and implement crisis plans in collaboration with district personnel and public safety officials.</p>
<p>Standard Element 3.4</p> <p>Understand and develop district capacity for distributed leadership.</p>	<p>a) Work with district and building level leaders to identify collaborative leadership potential within the school district; and</p> <p>b) Identify strategies for developing district's leadership capacity and sustainability.</p>

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<p>Standard Element 3.5</p> <p>Understand and ensure that district time focuses on supporting high-quality school instruction and student learning.</p>	<p>a) Identify, research and recommend district standards that protect instructional time and schedules;</p> <p>b) Develop, evaluate and implement districtwide plans and procedures that focus on high-quality instruction and student learning (including but not limited to discipline, district calendars and daily schedules); and</p> <p>c) Work collaboratively through the collective bargaining process to formalize district standards relative to instructional time and schedules.</p>
<p>Standard 4: Relationships</p>	
<p>Standard Element 4.1</p> <p>Understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</p>	<p>a) Lead the process to collect, analyze, interpret and communicate information pertinent to the district's environment and collaboratively discuss strategies to determine improvement strategies; and</p> <p>b) Collaborate with families, staff, faculty, and board of education and community members to respond to diverse community interests and needs and to mobilize community resources.</p>
<p>Standard Element 4.2</p> <p>Understand and mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district.</p>	<p>a) Promote trust, equity, fairness and respect among school board members, school administrators, faculty, parents, students and the district community;</p> <p>b) Lead the process to identify and use diverse community resources to improve district programs; and</p> <p>c) Develop a process to assess needs of families and develop collaborative strategies for effective district relationships with families and caregivers.</p>
<p>Standard Element 4.3</p> <p>Understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</p>	<p>a) Lead the process to develop and maintain relationships with families and caregivers and involve them in district decision-making processes; and</p> <p>b) Lead the process to develop and implement an all-inclusive district-community engagement plan.</p>
<p>Standard Element 4.4</p>	<p>a) Identify appropriate opportunities for partnerships; and</p>

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Understand and respond to community interests and needs by building and sustaining productive district relationships with community partners.	b) Promote and implement research-based practices that promote constructive partnerships with families, caregivers, local services and clubs, and other appropriate community members in the district.
Standard 5: Ethical Leadership	
Standard Element 5.1 Understand and act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.	a) Promote the success of every student, both academically and socially, by understanding and applying knowledge of laws, regulations and professional ethics related to schools and children; and b) Lead the process to create a system that monitors, analyzes and evaluates every student's academic and social success to ensure equitable district decisions and practices that are in alignment with the district's vision and mission.
Standard Element 5.2 Understand and model principles of self-awareness, reflective practice, transparency and ethical behavior as related to the superintendent's roles in the district.	a) Model and articulate the expectation of principles of self-awareness, reflective practice, transparency and ethical behavior to ensure all employees and the board of education act with integrity and fairness in supporting district policies and practices; b) Model and expect a district-level leadership culture grounded in ethical standards and practices; and c) Develop and model appropriate verbal and non-verbal communication skills (including speaking, writing and listening).
Standard Element 5.3 Understand and safeguard the values of democracy, equity and diversity within the district.	a) Model the emotional intelligence, maturity and resiliency to uphold core values and persist in the face of adversity; b) Model, implement and evaluate district policies and procedures that support and advocate for democratic values, equity and diversity; c) Practice the principles of democracy, equity and diversity of thought; and d) Practice and advocate respect for diversity of all classes of people.
Standard Element 5.4	Identify, analyze, evaluate and articulate the potential moral and legal consequences of a particular decision.

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Understand and evaluate the potential moral and legal consequences of decision-making in the district.	
Standard Element 5.5	a) Ensure that student characteristics and needs inform all aspects of schooling; and
Understand and promote social justice within the district to ensure individual student needs inform all aspects of schooling.	b) Promote district policies, programs and practices that ensure social justice, equity, confidentiality, acceptance and respect between and among students and staff within a district.
Standard 6: Advocacy and Influence	
Standard Element 6.1	a) Advocate for every child and his or her families and caregivers;
Understand and advocate for the district's students, families and caregivers.	b) Engage, communicate and collaborate with stakeholders so that they understand the rationale behind federal, State and district policy development and the implications of federal, State and district policies for every child.
Standard Element 6.2	a) Identify and analyze emerging district, local, national and global issues in order to adapt district leadership strategies and practices;
Understand and act to influence local, district, State and national decisions affecting student learning in a district environment.	b) Advocate for federal, State and district policies and programs that promote equitable learning outcomes for every child; and
	c) Communicate policies, laws and regulations, and procedures to appropriate district stakeholders.
Standard Element 6.3	a) Keep the board of education and stakeholders informed of emerging trends and initiatives in providing proactive leadership for the district;
Understand and anticipate and assess emerging trends and initiatives in order to adapt district level leadership strategies.	b) Analyze how law and policy are applied consistently, fairly and ethically; and
	c) Anticipate and assess emerging trends and initiatives in order to guide personal and professional leadership strategies.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 33.Appendix B Standard 2: Required Assessments (Repealed)

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The superintendent preparation program shall use each of the assessments listed in this Appendix B to determine the candidate's achievement of the competencies outlined in Appendix A for each standard element of Standard 2: Curriculum, Instruction and Assessment.

Standard Category and Standard Elements	Assessment
Standard 2: Curriculum, Instruction and Assessment	
<p>Standard Element 2.1</p> <p>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</p>	<p>The candidate will utilize existing district data (e.g., school climate surveys) to make observations for improving the district's culture for collaboration, trust, learning and expectations.</p>
<p>Standard Element 2.2</p> <p>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</p>	<p>Working with district leadership (including some principals), the candidate will review the district's curricular and instructional program, and map the program and its intended outcomes for the students. Afterwards, the candidate will determine what data are needed from the curricular and instructional program to analyze whether the student's intended outcomes are being met. Finally, the candidate will develop a continuous improvement process for the curricular and instructional program based on evidence-based research and data from the district.</p> <p>The candidate will develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement. The candidate will:</p> <ol style="list-style-type: none"> 1) Analyze the district's curriculum map or sequence, using data from the district's curriculum evaluation processes to determine what is working and what is not working for student success, reporting any

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	<p>recommendations for change as a result of the analysis;</p> <p>2) Analyze the district's instructional processes and formats using data from staff evaluations that demonstrate adherence to the instructional formats to determine which formats are working and which are not working for student success, reporting any recommendations for change resulting from that analysis; and</p> <p>3) Analyze the district's assessment data as they relate to the district's curriculum and instruction and, based on the data, determine what curriculum areas are in need of change and what instructional formats need adjustments, reporting any recommendations for change resulting from that analysis.</p> <p>The candidate shall provide a final report to the internship supervisor that includes direct references to changes and improvement in the following areas: cultural competence, achievement of diverse students and personalizing the learning environment with high expectations for all students.</p>
<p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and leadership capacity across the district.</p>	<p>Working with a school district, the candidate will complete the following activities associated with "supervision of instruction":</p> <p>1) Meet with principals and district leaders to assess the teaching and learning issues of the district. Based on the findings, develop a plan of action to improve teaching and learning practices. Using evidence-based research, develop a plan that clearly stipulates what practices are to be changed; how the change process will take place; who will be involved; timeline for action; resources needed (human, time and financial) for the plan to be implemented; and the evaluation or assessment activities to be used to determine if the changes are effective.</p> <p>2) Meet with a building principal to analyze the building's achievement data and map the alignment</p>

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	<p>of the building's curriculum, instruction and assessments. Based on the findings of the data analysis and mapping, the candidate will make recommendations for alignment changes using evidence-based research to support the recommendations.</p> <p>3) Using the recommendations from items 1 and 2, the candidate will develop a budget in consultation with the superintendent and/or chief school business official sufficient for full implementation of the recommendations. The budget should include the following resources: human, time, material and additional outside resources.</p> <p>The candidate will work with district leadership to review and map the assessment and accountability system the district uses to monitor student growth. At a minimum, the candidate will include in the map of the district's system the following information: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching and learning and a description of how that process or system works; and a description of how the assessments and data are used in the performance evaluations of teachers and administrators.</p> <p>The candidate will review the district's professional development plan. If none is available, the candidate will develop a plan that reflects the goals, practices and needs of the district. In collaboration with several district administrators, the candidate will determine what data informed the development of the plan. The candidate will review and analyze that data, or if none is available, determine and document what data should be gathered and analyzed. Based upon the data analysis, the candidate will review the professional development</p>
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	<p>plan again and make recommendations for improvement based on research and the results of that analysis. The candidate will include the recommendations in a reporting format that could be given to the district's board of education. This report will be presented to the candidate's internship supervisor.</p> <p>The candidate will determine the district's goals about the use of instructional time by consulting local board policy, administrative regulations and/or district leadership. Once the goals specific to instructional time have been determined, the candidate will conduct an "instructional time study" of each school in the district, review the data from this audit and provide a report for improvement with recommendations to the internship supervisor. The candidate will include research that supports the recommendations being made in the report.</p>
<p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p>	<p>The candidate will conduct a technology study of the district that focuses on the integration of technology into content areas. The candidate will review the data from the study and provide a report that includes recommendations for improvement to the districtwide leadership team. The candidate will include research that supports the recommendations being made in the report.</p> <p>The candidate will create a protocol to use for interviewing the following people in a school district: the superintendent and a sample of district stakeholders (e.g., local board members, principals, parents). The purpose of the interviews is to determine the district's culture of collaboration, trust, learning and expectations for students, staff, administrators and board members.</p>

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Comprehensive Instructional Renewal Project	<p>Upon completion of each of the assessments set forth in this Appendix B, the candidate will develop a comprehensive Instructional Renewal Project that integrates the major components and theories of school change and improvement, and the results and information learned from other assessment projects conducted relative to curriculum, instruction and assessments. The candidate will do the following:</p> <ol style="list-style-type: none"> 1) Conduct a comprehensive analysis of the district improvement plan; professional development plan; cultural assessment; curricular and instructional program improvement process; curriculum, instruction and assessment procedures; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study. 2) Develop an Instructional Renewal Plan that uses these analyses to determine: <ol style="list-style-type: none"> a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment; b) Comprehensive recommendations for improvement in teaching and learning; c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.
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(Source: Repealed at 46 Ill. Reg. _____, effective _____)

Section 33. Appendix C Standard 2: Assessment Rubric (Repealed)

The superintendent preparation program shall rate the candidate's completion of the assessments listed in Appendix B for each standard element of Standard 2: Curriculum, Instruction and Assessment as "meets standard" or "does not meet standard" according to the criteria set forth in the assessment rubric contained in this Appendix C.

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Standard 2: Curriculum, Instruction and Assessment		
Standard Category and Standard Elements	Meets Standard	Does Not Meet Standard
<p>Standard Element 2.1</p> <p>Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.</p>	<p>The candidate's observation report includes the following:</p> <ol style="list-style-type: none"> 1) at least three existing data sources of the district; 2) an overview of the district's "culture"; 3) recommendations for improving the district's collaboration and trust efforts; and 4) recommendations for improving the district's expectations and learning efforts. 	<p>The candidate's observation report fails to include one or more of the following:</p> <ol style="list-style-type: none"> 1) at least three existing data sources of the district; 2) an overview of the district's "culture"; 3) recommendations for improving the district's collaboration and trust efforts; or 4) recommendations for improving the district's expectations and learning efforts.
<p>Standard Element 2.2</p> <p>Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district.</p>	<p>The candidate successfully provided evidence of the following:</p> <ol style="list-style-type: none"> 1) having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area; 2) a successful mapping of the program and its intended outcomes for students; 3) identification of what data to analyze to determine if student outcomes are being met; 4) a continuous improvement plan for the curricular and 	<p>The candidate was not successful in providing evidence of one or more of the following:</p> <ol style="list-style-type: none"> 1) having worked with multiple district leaders and reviewing the district's curricular and instructional program in one content area; 2) a successful mapping of the program and its intended outcomes for students; 3) identification of what data to analyze to determine if student outcomes are being met;

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	<p>instructional content area based on evidence from research and data available from the district.</p>	<p>4) a continuous improvement plan for the curricular and instructional content area based on evidence from research and data available from the district.</p>
<p>Standard Element 2.3</p> <p>Understand and develop and supervise the instructional and leadership capacity across the district.</p>	<p>The candidate developed a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and included all of the following:</p> <p>1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;</p> <p>2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are not working for student success, with</p>	<p>The candidate failed to develop a comprehensive curriculum, instruction and assessment analysis project that integrates the major components and theories of school change and improvement and failed to include one or more of the following:</p> <p>1) An analysis of the district's curriculum map/sequence utilizing data from the district's curriculum evaluation processes to determine what is working and what is not working for student success and including recommendations for change in the report of the analysis;</p> <p>2) An analysis of the district's instructional processes and formats from data of the district's staff evaluations that demonstrates adherence to the district's instructional formats, identifying which instructional formats are working and which are</p>

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	<p>recommendations for change;</p> <p>3) An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments.</p> <p>The final report given to the candidate's mentor or superintendent provided direct references to changes to and improvements in the following areas: cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</p>	<p>not working for student success, with recommendations for change;</p> <p>3) An analysis of the district's assessment data as they relate to the district's curriculum and instruction; based on the data, the report provides a determination of which curriculum areas are in need of change and which instructional formats need adjustments.</p> <p>The final report given to the candidate's mentor or superintendent failed to provide direct references to changes to and improvements in one or more of the following areas: cultural competence; achievement of diverse students; and personalizing the learning environment with high expectations for all students.</p>
<p>Standard Element 2.4</p> <p>Understand and promote the most effective and appropriate technologies to support teaching and learning within the district.</p>	<p>The candidate successfully completed the following "supervision of instruction" activities:</p> <p>1) Met with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, developed a plan of action to improve teaching and</p>	<p>The candidate was unsuccessful in completing one or more of the following "supervision of instruction" activities:</p> <p>1) Meeting with principals and district leaders to assess the teaching and learning issues facing the district. Based upon the findings, did not fully</p>

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	<p>learning practices. Using evidence-based research, the candidate developed a plan that clearly stipulates the practices to be changed; how the change process would take place; who would be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective.</p> <p>2) Met with a building principal and analyzed the building's achievement data and mapped the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, the candidate made recommendations for alignment changes using evidence-based research to support the recommendations.</p> <p>3) Utilizing the recommendations from #1 and #2 above, the candidate developed a budget (in consultation with the superintendent or chief school business</p>	<p>develop a plan of action to improve teaching and learning practices. The candidate was unable to develop a plan that clearly stipulated what practices were to be changed; how the change process was to take place; who was to be involved; the time that it would take; what resources (human and financial) would be necessary for the plan to take effect; and what evaluation or assessment activities would be utilized to determine if the changes would be effective.</p> <p>2) Met with a building principal and failed to or did not fully analyze the building's achievement data and failed to or did not fully map the alignment of the building's curriculum, instruction and assessments. Based upon the findings of data analysis and mapping, as applicable, the candidate was neither able to make recommendations for alignment changes nor was evidence-based research used to support</p>
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	<p>official) that would allow the building principals of the district to fully and completely initiate the recommendations. Identified in the budget were the following resources: human, time, material and additional outside resources.</p>	<p>any of the recommendations made. 3) Utilizing the recommendations from #1 and #2 above, as applicable, the candidate was unable to develop a budget (in consultation with the superintendent or chief school business official) that would allow the building principals of the district to fully and completely initiate any recommendations. The candidate failed to identify one or more of the following resources in the budget: human, time, material or additional outside resources.</p>
<p>Comprehensive Instructional Renewal Project</p>	<p>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate included in the map of the district's system the following: multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using the data to improve teaching</p>	<p>The candidate worked with district leadership to review and map the district's assessment and accountability system used to monitor student growth. The candidate failed to successfully include in the map of the district's system one or more of the following: the multiple and varied assessments; the persons responsible for administering the assessments; the data collection system and persons responsible for collection and assimilation of the data; the persons responsible for using</p>

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	<p>and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</p>	<p>the data to improve teaching and learning and who know how that process or system works and how the assessments and data are used in the professional performance evaluations of teachers and administrators.</p>
	<p>1) The candidate reviewed the district's professional development plan. If none was available, the candidate developed a plan that reflected what the district was doing and the needs of the district.</p> <p>2) In collaboration with several district administrators, the candidate determined what data informed the development of the plan. The candidate reviewed that data (if none was available, the candidate determined and documented what data should have been gathered) and made an analysis.</p> <p>3) Based upon the data analysis, the candidate reviewed the professional development plan again and made recommendations for improvement based on research and data.</p>	<p>1) The candidate reviewed the district's professional development plan. If none was available, the candidate failed to develop a plan that reflected what the district is doing and the needs of the district.</p> <p>2) In collaboration with several district administrators, the candidate was unable to determine what data informed the development of the plan. The candidate was unable to review that data and make an analysis.</p> <p>3) The candidate reviewed the professional development plan again but was unable to make recommendations for improvement based on research and data.</p> <p>4) The candidate failed to prepare recommendations into a report that models one that could be given to the district's board of</p>

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	<p>4) The candidate prepared the recommendations into a report that models one that could be given to the district's board of education and that would be presented to the candidate's mentor or superintendent.</p>	<p>education and that would be presented to the candidate's mentor or superintendent.</p>
	<p>After consulting local board policy, administrative regulations, and/or district leadership, the candidate was able to determine the district's goals for the use of instructional time. Based on the goals for the use of instructional time, the candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and, based on the data and relevant research, made a report with recommendations for improvement and reported those recommendations to the superintendent or mentor.</p>	<p>After consulting local board policy, administrative regulations, and/or district leadership, the candidate was unable to determine the district's goals for the use of instructional time. The candidate conducted an instructional time study of each school in the district. The candidate reviewed the data from the audit and made a report with inadequate recommendations for improvement and reported those recommendations to the superintendent or mentor.</p>
	<p>The candidate conducted a technology study of the district, which focused on the integration of technology into content areas. The candidate: 1) reviewed the data from the study; 2) presented a report with recommendations for improvement to the</p>	<p>The candidate attempted to conduct a technology study of the district, which focused on the integration of technology into content areas. The candidate: 1) reviewed the limited data from the study; 2) presented a report with few recommendations for</p>

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	<p>districtwide leadership team; and</p> <p>3) included research that supported the recommendations in the report.</p> <p>The candidate successfully created a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The purpose of the protocol was to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members).</p>	<p>improvement to the districtwide leadership team; and</p> <p>3) failed to include research that supported the recommendations in the report.</p> <p>The candidate did not successfully create a protocol to use for interviewing the following people in the same school district: the superintendent and a sample of district stakeholders (e.g., board members, principals and parents). The protocol was unable to determine the district's culture of collaboration, trust, learning and expectations (for students, staff, administrators and board members).</p>
	<p>The candidate developed a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the results of other assessment projects required in this Appendix C (which were all successfully completed). The candidate successfully completed the following:</p> <p>1) Conducted a comprehensive analysis of the following district documents or procedures: district improvement plan;</p>	<p>The candidate failed to develop a comprehensive instructional renewal project that integrated the major components and theories of school change and improvement and the other assessment projects required in this Appendix C (which may not have been successfully completed). The candidate was unsuccessful in completing one or more of the following:</p> <p>1) Conducting a comprehensive analysis of the following district</p>

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	<p>professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.</p> <p>2) Developed an instructional renewal plan that used the analyses from all of the above plans and projects that included the following:</p> <p>a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;</p> <p>b) Comprehensive recommendations for improvement in teaching and learning;</p> <p>c) Comprehensive recommendations for districtwide improvement of systems for data, assessment, technology and the use of time; and</p> <p>d) Comprehensive recommendations for</p>	<p>documents or procedures: district improvement plan; professional development plan; cultural assessment; the process for improving curricular and instructional programs; curriculum, instruction, and assessment analysis; supervision of instruction activities; accountability and monitoring system for student support; time study; and technology study.</p> <p>2) Developing an instructional renewal plan that used the analyses from all of the above plans and projects that included the following:</p> <p>a) Comprehensive recommendations for districtwide improvement in curriculum, instruction and assessment;</p> <p>b) Comprehensive recommendations for improvement in teaching and learning;</p> <p>c) Comprehensive recommendations for districtwide improvement of systems for data, assessment,</p>
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	<p>districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</p>	<p>technology and the use of time; and d) Comprehensive recommendations for districtwide improvement in culture, expectations, and the socio-emotional and academic growth of all students.</p>
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(Source: Repealed at 46 Ill. Reg. _____, effective _____)

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- 1) Heading of the Part: Evaluation of Educator Licensed Employees Under Articles 24A and 34 of the School Code
- 2) Code Citation: 23 Ill. Adm. Code 50
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
50.100	Amendment
50.110	Amendment
50.210	Amendment
50.310	Amendment
50.400	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6 and 24A-7
- 5) A Complete Description of the Subjects and Issues Involved: The proposed rulemaking makes conforming changes in response to Public Act 102-252 and adds clarification to the timeline for evaluator retraining.
- 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 proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: 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:

Azita Kakvand
Illinois State Board of Education
555 West Monroe Street

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Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 50
EVALUATION OF EDUCATOR LICENSED EMPLOYEES
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

SUBPART A: GENERAL REQUIREMENTS

Section	
50.10	Purpose
50.20	Applicability
50.30	Definitions

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section	
50.100	Plan Components Required for the Evaluation of Teachers
50.110	Student Growth Components
50.120	Professional Practice Components for Teachers
50.130	Reporting

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section	
50.200	Implementation Requirements
50.210	Components of the State Performance Evaluation Model
50.220	Student Learning Objective Process
50.230	Performance Evaluation Rating

SUBPART D: PERFORMANCE EVALUATION PLANS:
PRINCIPALS AND ASSISTANT PRINCIPALS

Section	
50.300	Plan Components Required for the Evaluation of Principals and Assistant Principals
50.310	Student Growth Components

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50.320 Professional Practice Components for Principals and Assistant Principals
50.330 Reporting

SUBPART E: TRAINING FOR EVALUATORS

Section
50.400 School District-Developed Prequalification Process or Retraining Program
50.410 Minimum Requirements for Prequalification Process and Retraining Program
50.420 Competencies of Qualified Evaluators

50.APPENDIX A Illinois Standards for Principal Evaluation

AUTHORITY: Implementing and authorized by Section 24A-7 of the School Code [105 ILCS 5/24A-7].

SOURCE: Old Part repealed at 29 Ill. Reg. 15902, effective October 3, 2005; new Part adopted at 36 Ill. Reg. 8330, effective May 21, 2012; amended at 38 Ill. Reg. 19741, effective September 29, 2014; amended at 38 Ill. Reg. 23175, effective November 19, 2014; amended at 39 Ill. Reg. 11112, effective July 23, 2015; amended at 46 Ill. Reg. _____, effective _____.

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section 50.100 Plan Components Required for the Evaluation of Teachers

Each school district shall implement a performance evaluation plan for its teachers no later than the applicable date outlined in Section 50.20 of this Part. The plan shall address each of the components contained in this Section.

- a) The plan shall provide for an evaluation at least once every three school~~two~~ years of each teacher in contractual continued service (i.e., tenured) unless otherwise specified in this Section;
 - 1) ~~However,~~ a tenured teacher who has obtained a "needs improvement" or "unsatisfactory" rating on the previous year's evaluation shall be evaluated at least once in the next-school year following the receipt of such rating after receiving that rating. (See Section 24A-5 of the School Code.)
 - 2) No later than September 1, 2022, each school district must establish a teacher evaluation plan that ensures that each tenured teacher whose

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performance is rated as either “excellent” or “proficient” is evaluated at least once in the course of the three school years after the receipt of the rating. The school district must implement an informal teacher observation plan that ensures that each teacher in contractual continued service whose performance is rated as either “excellent” or “proficient” is informally observed at least once in the course of the 2 school years after receipt of the rating. (See Section 24A-5 of the School Code.)

- b) The plan shall provide for an evaluation at least once every school year of each teacher not in contractual continued service (i.e., nontenured). (See Section 24A-5 of the School Code.)
- c) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a formal performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
 - 1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
 - 2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory" as set forth in Sections 24A-5(e) and 34-85c of the School Code; and
 - 3) a summary of the district's procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating, to include evaluation tools to be used during the remediation period.
- d) Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/>

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standards/index.cfm. No later amendments to or editions of these standards are incorporated by this Section.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 50.110 Student Growth Components

Each school district, when applicable (see Section 50.20 of this Part), shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating teacher performance*. (Section 24A-4(b) of the School Code) For the purpose of this Subpart B, "significant factor" shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section. In situations in which a joint committee cannot reach agreement on one or more aspects of student growth within the timeline established under Section 24A-4(b) of the School Code, the school district shall adopt the State model plan contained in Subpart C of this Part with respect to those aspects of student growth upon which no agreement was reached.

- a) Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system under Section 50.20 (for example, 2012-13 and 2013-14 school years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., career and technical education, grade 2) and one or more measurement models to be used to determine student growth that are specific to each assessment chosen. The assessments and measurement models identified shall align to the school's and district's school improvement goals.
 - 1) The joint committee shall identify a measurement model for each type of assessment that employs multiple data points. The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

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- 2) The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
- 3) The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.
 - A) The plan shall state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.
 - B) A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.
- 4) The plan shall identify student growth expectations consistent with the assessments and measurement model to be used, as appropriate.
- 5) Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered under this subsection (b)(5) shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance.
 - A) The data the teacher collects shall not be used to determine the performance evaluation rating.
 - B) The teacher should use the data to assess his or her progress and adjust instruction, if necessary.

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- c) The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they *best measure the impact that a teacher, school and school district have on students' academic achievement.* [105 ILCS 5/24A-7]
- d) If the rating scale to be used for student growth does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the plan shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings.
- e) CPS may adopt, when applicable, one or more State assessments administered pursuant to Section 2-3.64a-5 of the School Code [105 ILCS 5/2-3.64a-5] *as its sole measure of student growth for purposes of teacher evaluations.* (Section 24A-7 of the School Code) In circumstances in which the school district determines that the State assessment is not appropriate for measuring student growth for one or more grade levels or categories of teachers, it shall identify other assessments to be used in the manner prescribed in this Section.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section 50.210 Components of the State Performance Evaluation Model

A school district shall conform to the requirements of this Section for any portion of the performance evaluation plan outlined in Section 50.110 for which its joint committee could not reach agreement pursuant to Section 24A-4(b) of the School Code.

- a) Any joint committee that cannot agree to the percentage of student growth that shall comprise the performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is 50 percent of the performance evaluation rating assigned. (See Section 50.110(a) of this Part and Section 24A-7 of the School Code.)
- b) Any joint committee that cannot agree upon one or both of the assessments required under Section 50.110(b)(2) and (3) shall employ a student learning objective (SLO) process to identify how student growth will be measured for the applicable category of teacher (e.g., career and technical education, grade 2) for

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which no agreement is reached. The SLO process shall include at least the information listed in Section 50.220.

- 1) Teachers in the category for which agreement was not reached, or their representatives, shall recommend at least two but no more than four SLOs in response to each assessment (i.e., the assessment type (Type I, Type II or Type III) and specific instrument to be used) for which no agreement was reached. The qualified evaluator shall choose the SLO to be used in the performance evaluation from among the options presented by the teachers. The learning goal, assessment and growth expectation that comprise the SLO shall conform to the provisions of this subsection (b)(1).
 - A) Each learning goal of the SLO shall be aligned to the needs of the teacher's students or the classroom and shall be based on:
 - i) schoolwide or districtwide initiatives that address the content of the learning goal; and/or
 - ii) the school improvement plan, as the plan may relate to the content of the learning goal.
 - B) The assessment of the SLO shall support and measure the applicable learning goal identified pursuant to subsection (b)(1)(A). An adaptive conditional measurement model shall be employed to determine student growth specific to the learning goal being measured.
 - i) Any assessment identified under this subsection (b)(1)(B) shall not be the same assessment upon which the joint committee could not reach agreement.
 - ii) If two assessments are to be identified under this subsection (b)(1)(B), then at least one shall be used by more than one teacher in the building or across the district, or by students in one grade level or course, if there is no more than one teacher in a particular category (e.g., career and technical education, grade 2).

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- C) The growth expectations for the applicable learning goal shall be aligned to the needs of the teacher's classroom and students. Growth expectations also shall be reviewed at the midpoint of the interval of instruction and modified as may be necessary, provided that the teacher and the qualified evaluator mutually agree to any modifications to be made.
- D) In the event that the qualified evaluator determines that one or more of the SLOs do not meet the requirements of subsection (b)(1)(A), the qualified evaluator shall request that the teacher or teacher representatives propose an alternative to each SLO that the qualified evaluator finds inadequate. The qualified evaluator shall choose the SLO to be used in the performance evaluation either from among those SLOs developed under this subsection or those proposed under subsection (b)(1).
- 2) Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.
- 3) The teacher and the qualified educator shall agree in writing to the determinations made pursuant to subsection (b)(1).
- c) Any joint committee that agrees to the assessment to be used but cannot agree to the measurement model, as required under Section 50.110(b)(1), shall employ an adaptive conditional measurement model to determine student growth specific to the student growth expectations identified pursuant to Section 50.110(b)(4).
- d) Any joint committee that cannot agree to a process to consider certain student characteristics (e.g., special education placement, English language learners, low-income populations) in each measurement model as required under Section 50.110(c) shall employ an SLO process as set forth in this Section to make that determination.
- e) Any joint committee that cannot agree to the rating scale to be used to determine the student growth rating to be assigned pursuant to Section 50.110(d) shall meet the requirements of this subsection (e). The determination of the student growth rating to be assigned shall be made by totaling the percentage of students meeting the growth expectation from each assessment used to determine student growth and averaging that result, rounding to the nearest whole number.

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- 1) In the initial three years after a school district's implementation date for a performance evaluation system under Section 50.20, the rating scale shall meet the requirements of this subsection (e)(1).
 - A) In instances in which less than 25 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".
 - B) In instances in which at least 25 percent but no more than 50 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".
 - C) In instances in which at least 51 percent but no more than 75 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".
 - D) In instances in which 76 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".
- 2) Starting in the fourth year of a school district's implementation of a performance evaluation system under Section 50.20, the rating scale shall meet the requirements of this subsection (e)(2).
 - A) In instances in which less than 40 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "unsatisfactory".
 - B) In instances in which at least 40 percent but no more than 59 percent of students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "needs improvement".

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- C) In instances in which at least 60 percent but no more than 79 percent of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "proficient".
- D) In instances in which 80 percent or more of the students met the growth expectation identified pursuant to subsection (b), the teacher shall be assigned a student growth rating of "excellent".

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART D: PERFORMANCE EVALUATION PLANS:
PRINCIPALS AND ASSISTANT PRINCIPALS

Section 50.310 Student Growth Components

Each school district shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating principal or, as applicable, assistant principal performance.* (Sections 24A-15 and 34-8 of the School Code) For the purpose of this Subpart D, "significant factor" shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section.

- a) Student growth shall represent at least 25 percent of a principal's or assistant principal's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system under Section 50.20 (for example, 2012-13 and 2013-14 school years for a school district with a 201-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) No later than October 1 of each school year, the qualified evaluator shall inform the principal or assistant principal of the assessments and, for the assessments identified, the measurement models and targets to be used. The qualified evaluator shall specify the weights of each assessment and target to be used.
 - 1) The school district shall identify at least two assessments, either from Type I or Type II, which are able to provide data that meet the definition of student growth as set forth in Section 50.30.

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- A) A State assessment administered under Section 2-3.64a-5 of the School Code may be one of the assessments to be used for determining student growth and shall be considered to be a Type I assessment.
 - B) Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and principal may identify at least two Type III assessments to be used to determine student growth.
 - C) CPS may adopt the State assessments administered pursuant to Section 2-3.64a-5 of the School Code *as its sole measure of student growth for purposes of principal evaluations*. (Section 24A-7 of the School Code) In circumstances in which the school district determines that the State assessment is not appropriate for measuring student growth, it shall identify other assessments to be used in the manner prescribed in this Section.
- 2) Individual assessment results of any student shall be included in the student growth measurement model, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment. For instance, a student would be included if he or she had results from the two most recently administered State assessments or results from an assessment administered at the beginning of a school term and again at mid-year.
 - 3) The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated.
- c) For an assistant principal, a qualified evaluator may select student growth measures that align to the individual's specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).
 - d) The school district shall consider how certain student characteristics (e.g., special education placement, English ~~language~~ learners, low-income populations) shall be used for each assessment and target chosen to ensure that they *best measure the*

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impact that a principal, school and school district have on students' academic achievement. (Section 24A-7 of the School Code)

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART E: TRAINING FOR EVALUATORS

Section 50.400 School District-Developed Prequalification Process or Retraining Program

Section 24A-3 of the School Code requires that an individual who conducts evaluations of teachers, principals, or assistant principals after September 1, 2012 be prequalified before undertaking any evaluations and participates in a regularly scheduled retraining program, either of which must be developed or approved by the State Board of Education. In order to ensure that a school district-developed prequalification process or retraining program meets the rigor of the State Board of Education-developed trainings, any prequalification process or retraining program developed and used by a school district shall, at a minimum, meet the requirements of this Subpart E.

- a) Prequalification Process
 - 1) Beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal unless he or she has successfully completed the prequalification process and passed the State-developed assessment specific to rating professional practice.
 - 2) Beginning on a school district's applicable implementation date, as set forth in Section 50.20, or by an earlier implementation date as determined by the school district and its teachers, or exclusive bargaining representative, as applicable (see Section 50.20(g)), an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal that addresses student growth unless he or she has successfully completed the prequalification process for student growth and passed the State-developed assessment specific to the consideration of data and indicators of student growth.
- b) A school district ~~offering its own retraining program~~ shall ensure that each qualified evaluator completes the retraining program at least once every five fiscal

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~~years during each five-year educator licensure renewal cycle.~~ (See Section 24A-3 of the School Code.)

- 1) An individual who has not completed the retraining program, as required, ~~by the~~ during any applicable timeline ~~five-year cycle~~ shall be ineligible to conduct evaluations until the retraining program is completed.
- 2) An individual who will be evaluating teachers in a school district that implements a performance evaluation system beginning September 1, 2015 or later shall be required to successfully complete a retraining program specific to professional practice of teachers before conducting any performance evaluations of teachers.
- c) A school district developing its own prequalification process or retraining program shall notify the State Board of Education no later than July 1 immediately preceding the school year in which the process or program will be implemented. The notification shall at least include the type of training to be offered, names of the individuals presenting the training, and date upon which each school district-designated trainer completed the "train-the-trainers" program offered by, or on behalf of, the State Board of Education.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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- 1) Heading of the Part: Voluntary Registration and Recognition of Nonpublic Schools
- 2) Code Citation: 23 Ill. Adm. Code 425
- 3)

<u>Section Numbers:</u>	<u>Proposed Actions:</u>
425.5	Amendment
425.20	Amendment
425.30	Amendment
425.40	Amendment
425.50	Amendment
425.60	Repealed
425.70	Repealed
425.90	Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.25o and 2-3.6
- 5) A Complete Description of the Subjects and Issues Involved: This proposed rulemaking supports schools, school districts, and nonpublic schools related to changes in ISBE's recognition designations. The amendments provide clarity and detail regarding changes in recognition status and appropriate due process each time a recognition level is changed. Further, the amendments will provide necessary support for schools, school districts, and nonpublic schools to ensure the health and safety of students, school personnel, and their broader communities during the COVID-19 pandemic.
- 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? Yes. Emergency amendment at 45 Ill. Reg. 14233, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15362, effective November 22, 2021, for the remainder of the 150 days
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this rulemaking contain incorporations by reference? No
- 10) Are there any other proposed rulemakings pending on this Part? No

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- 11) Statement of Statewide Policy Objectives: 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:

Azita Kakvand
Illinois State Board of Education
555 West Monroe Street
Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net
- 13) Initial Regulatory Flexibility Analysis:
 - A) Types of small businesses, small municipalities and not-for-profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) This rulemaking was not included on the most recent Regulatory Agenda: This rulemaking was not anticipated at the time the Regulatory Agenda was filed.

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER I: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425

VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section

425.5	Definitions
425.10	Purpose and Applicability
425.20	Requirements for Registration
425.30	Requirements for Recognition
425.40	Process for Initial Recognition
425.50	Renewal of Recognition
425.60	Changes in Recognition Status <u>(Repealed)</u>
425.70	Appeals <u>(Repealed)</u>
425.75	Other Recognition Considerations
425.80	Block Grant Funds
425.90	Textbook Block Grant Program
425.100	Necessary Costs and Fees

AUTHORITY: Implementing Sections 2-3.25o, 3.51.5, 2-3.155 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5] and Section 5 of the Invest in Kids Act [30 ILCS 40].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012; amended at 37 Ill. Reg. 9492, effective June 19, 2013; amended at 39 Ill. Reg. 2219, effective January 22, 2015; amended at 40 Ill. Reg. 5027, effective March 2, 2016; amended at 42 Ill. Reg. 5912, effective March 15, 2018; amended at 44 Ill. Reg. 16779, effective September 29, 2020; emergency amendment at 45 Ill. Reg. 14233, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15362, effective November 22, 2021, for the remainder of the 150 days; amended at 46 Ill. Reg. _____, effective _____.

Section 425.5 Definitions

"Design Professional" means an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305], an engineer licensed to

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practice in Illinois under the Professional Engineering Practice Act of 1989 [225 ILCS 325], or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340]. A design professional must be knowledgeable about the local building codes applicable to the school.

"School" means a nonpublic elementary or secondary school as defined in 105 ILCS 5/2-3.25o.

"School Code" or "Code" means 105 ILCS 5.

"State Board" means the State Board of Education.

"State Superintendent" means the State Superintendent of Education.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 425.20 Requirements for Registration

- a) The State Superintendent of Education will make available an application to be used for ~~nonpublic~~ schools' voluntary registration. A school's initial registration may occur at any time from October 1 through June 30 of the relevant school year. Initial registration of a school must occur by means of an application process specified by the State Superintendent. Each registration application must be received by the State Board no later than June 25 for the school to be registered by June 30.
 - 1) Descriptive information that must be submitted by the school shall include, but is not limited to, the following:
 - A) the name of the school, its location and telephone number, its affiliation, and the name of the chief school administrator;
 - B) demographic and other data on the enrolled students, including a student's race, ethnicity, and grade level; and
 - C) data on the staff employed in various capacities.

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- 2) The chief school administrator of each school shall provide assurances to the State Superintendent that the school can document ~~one of~~ the following:
- A) the school offers:
 - i) an academic term of at least 176 days of pupil attendance annually that meets the current statutory requirements regarding minimum hours of instruction per day (see Section 10-19.05 of the Code);
 - ii) at least 880 per-pupil clock hours of instruction annually; or
 - iii) an academic term that satisfies any other minimum instructional requirement established in statute that is applicable to public schools, including possible incorporation of exceptions provided for public schools;
 - B) *it provides instruction in English, except as otherwise permitted pursuant to Section 27-2 of the Code, in the branches of education taught to children of corresponding age and grade in the public schools [105 ILCS 5/26-1], including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health [105 ILCS 5/27-1];*
 - C) it requires the students who are enrolled to attend daily during the school's entire regular school term;
 - D) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements;
 - E) it requires evidence that, and furnishes to the State Superintendent, the required reports regarding the extent to which students have complied with the requirements of Section 27-8.1 of the Code and the rules of the Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and cooperates in the implementation of the Child Vision and Hearing Test Act [410

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ILCS 205] and the rules of the Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively;

- F) it complies with the applicable requirements of Section 22-30 of the Code, to the extent that the school allows the self-administration and self-carry of asthma medication, diabetes medication, and/or epinephrine auto-injectors, Section 22-33 of the Code, the Care of Students with Diabetes Act, 23 Ill. Adm. Code 1.540 (Undesignated Epinephrine Auto-injectors; Opioid Antagonists), to the extent that the school allows the administration of undesignated epinephrine auto-injectors or opioid antagonists, and any other law or rule pertaining to the administration or self-administration of prescription or non-prescription medications;
 - G) it can document that each student participating in interscholastic athletics has had an annual physical examination (23 Ill. Adm. Code 1.530) and that it complies with the concussion policy and other requirements under Section 22-80 of the Code and Section 1.20 of the Interscholastic Athletic Organization Act;
 - H) it complies with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act of 2004 (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the School Code, and relevant case law; and
 - I) it complies with applicable State and federal laws, relevant case law, and State and federal rules and regulations.
- 3) The chief school administrator of each school must provide evidence to the State Superintendent that the school is a not-for-profit entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or is incorporated as a not-for-profit entity in another state and authorized to do business in the State of Illinois pursuant to the Business

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Corporation Act of 1983 [805 ILCS 5]. The evidence provided must consist of the file number assigned to the not-for-profit entity by the Illinois Secretary of State, Department of Business Services. Under certain circumstances, as determined by the State Superintendent, the State Superintendent may accept an alternative form of evidence from the chief school administrator to satisfy the requirements of this subparagraph.

- 4) The chief school administrator of each school must provide documentation that it complies with the requirements of Section 2-3.13a of the Code and 23 Ill. Adm. Code 375.75.
- b) Upon receipt of complete information for initial registration, including the required assurances, the State Superintendent must assign a unique identifying number to the school. This number is evidence of completed registration and permits the school's chief school administrator to apply for a user account affording access to the Illinois Web Application Security (IWAS) System, which the school may then use to exchange information with the State Superintendent as relevant to its situation.
- c) The application for renewal of a school's registration in any subsequent year must be submitted no sooner than October 1 and no later than November 15 of that school year or when prescribed by the State Superintendent. Annual renewal of a school's registration must be performed in a manner prescribed by the State Superintendent and must be submitted only by the school's chief school administrator.
- d) The chief school administrator of each school applying to renew its registration must submit to the State Superintendent the same information and assurances required in subsection (a).
- e) The State Superintendent may only register schools that have two or more of grades pre-kindergarten through 12.
- f) Each school that is registered must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of registered schools by school year for, at a minimum, the preceding 5 school years.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 425.30 Requirements for Recognition

- a) No ~~nonpublic~~ school may be considered for recognition unless it was registered for the immediately previous school year and has renewed that registration for the current school year. Some requirements listed in this Part do not apply to a school whose educational program is delivered via correspondence, online, or through other similar means in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location.
- b) ~~Administrative Requirements~~ ¹⁾ Each ~~nonpublic~~ school's recognition is contingent upon evidence of compliance with ~~the administrative requirements that are made applicable to nonpublic schools by relevant statutes, case law, Executive Orders, and~~ rules and regulations including, but not limited to, those set forth in this Part.
- ~~c~~²⁾ Each school seeking initial recognition or renewal of recognition must comply with the requirements of Section 425.20.
- d) Administrative Requirements
- 1) A school must document to the State Superintendent that it complies with the requirements of:
- A) Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5], Section 5 of the Missing Children Records Act [325 ILCS 50], Section 5 of the Missing Children Registration Law [325 ILCS 55], and the rules of the State Board promulgated pursuant to Section 2-3.13a of the Code (23 Ill. Adm. Code 375.75).
- B) The School Reporting of Drug Violations Act [105 ILCS 127].
- C) Sections 10-27.1A and 10-27.1B of the Code regarding firearms and drug-related incidents in schools.
- D) Section 10-21.7 of the Code regarding the reporting of attacks on school personnel.
- 2)~~3)~~ The school must document to the State Superintendent that:

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- A) It maintains written descriptions of its governance structure and its policy-making procedure, maintains its policies in written form, and makes its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request; or
 - B) It maintains a written description of its methods for complying with the nondiscrimination requirements identified in subsection ~~(a)(2)(H)(a)(1)(C)~~.
- ee) Educational Program
- ~~Each nonpublic school's recognition is contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes, case law, or administrative rules or regulations.~~
- 1) The school must document that instruction is *provided in English*, except as otherwise permitted pursuant to Section 27-2 of the School Code, *in the branches of education taught to children of corresponding age and grade in the public schools* (Section 26-1 of the Code), *including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health* (Section 27-1 of the Code).
 - 2) Each school supported or maintained wholly or in part by public funds must document that it:
 - A) provides instruction *in American patriotism, the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag* (Section 27-3 of the Code);
 - B) leads students in the Pledge of Allegiance daily (Section 27-3 of the Code);
 - C) devotes not *less than one hour per week* to the study of the subject matter identified in subparagraph (A) *in grades 7 and 8 or their equivalent and in all high school grades* (Section 27-4 of the Code);

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- D) ensures that no student receives a certificate of graduation without passing an examination on the subjects listed in subparagraph (A) (Section 27-3 of the Code); and
 - E) ensures that *no student shall be graduated from the eighth grade unless he or she has received instruction in the history of the United States and has given evidence of a comprehensive knowledge of the subject.* (Section 27-21 of the Code)
- 3) The school must provide health education as required by the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

f) Personnel Requirements

~~Each nonpublic school's recognition is contingent upon evidence of compliance with the requirements of Section 2-3.25o(e-5) of the School Code or with any other relevant statute, case law, or administrative rule. The school must document that:~~

- 1) it requires from each new employee *evidence of physical fitness to perform duties assigned and freedom from communicable disease* (Section 24-5(b) of the Code). A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as may be required under the administrative rules of the Department of Public Health at 77 Ill. Adm. Code 696 or any other relevant statute, case law, or administrative rule;
- 2) its personnel policies require:
 - A) monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs); and
 - B) formal evaluation at least every two years in terms of proficiency and competency;

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- 3) students' needs for support services such as counseling and social work are evaluated when school staff believe consideration is needed, such as when there are changes in the student body or stresses within the surrounding community, and the school's staffing configuration reflects decision-making about how those needs should be addressed; and
- 4) each individual first assigned to a full-time teaching or administrative position at or after the beginning of the 2011-12 school year shall hold a bachelor's or higher degree.
- 5) each individual first assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor's or higher degree shall participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content-area knowledge or pedagogy for teaching staff, and administration, supervision, evaluation, or school management for administrators).
- 6) each individual employed in a nonteaching or nonadministrative field requiring licensure (e.g., school nurses) holds and practices within the scope of the relevant license.

ge) Health and Safety

~~Each nonpublic school's recognition must be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes, case law, or administrative rules. The school must document that:~~

- 1) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements. This compliance may be documented with any of the following:
 - A) For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority, or a copy of a report of the most recent safety and fire inspection conducted by or on behalf of the relevant local authority and valid for the upcoming school year.

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- B) For each school not located within the jurisdiction of any code authority, a letter provided by a design professional indicating that he or she has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code under Section 180.60.
- C) For any school, the State Superintendent may accept a report from an individual other than a local authority or design professional.
- 2) if the school provides reimbursable food service, the nutrition program and the facilities used must comply with the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.), the Child Nutrition Act of 1966 (42 USC 1771 et seq.), and the School Breakfast and Lunch Program Act [105 ILCS 125];
 - 3) it has a wellness policy on file that complies with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 (section 204 of Public Law 108-265; 42 USC 1751 et seq.);
 - 4) it complies with the requirements of the School Safety Drill Act [105 ILCS 128], including conducting a review of the plan in accordance with Section 25(f) of that Act;
 - 5) it complies with the requirements of the Eye Protection in School Act [105 ILCS 115];
 - 6) it complies with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135];
 - 7) it complies with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105]; and
 - 8) it complies with the requirements of Section 22-80 of the School Code.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 425.40 Process for Initial Recognition

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A ~~nonpublic~~ school may choose whether to seek recognition under subsection (a) or subsection (b). An application for initial recognition may be submitted at any time.

a) Direct Recognition

- 1) The chief school administrator of a registered ~~nonpublic~~ school must submit an application for recognition, using a format specified by the State Superintendent. The application must include summary information about the school, including but not limited to, various assurances of compliance and information about its educational program.
- 2) Upon receipt of a complete application, the State Superintendent must schedule a recognition visit and empanel a review team, whose members must, at a minimum, include the following people, unless this requirement is waived by the State Superintendent due to extenuating circumstances. The State Superintendent may authorize the ~~nonpublic~~ school to select the team members from subsections (a)(2)(B) and (C)~~subparagraphs (B) and (C)~~.
 - A) a representative of the State Superintendent;
 - B) an individual who is familiar with the public educational milieu, such as an administrative or instructional employee of a school ~~district~~ or regional office of education or a representative of a department of education at a public college or university; and
 - C) an individual who is familiar with the nonpublic educational milieu, such as a representative of a nonpublic school, other than the school whose recognition is being considered, or a representative of a department of education at a nonpublic college or university.
- 3) As part of a school visit, the team must observe the operations of the school, review the required documentation, and, in a format specified by the State Superintendent, prepare a report of its findings for the consideration of the State Superintendent to determine the recognition of the school as either Fully Recognized~~full, pending, probationary, or Recognized Pending Further Review~~~~none~~, as described in Section 425.50(c)(1) and (2), respectively.~~4) After consideration of the evidence~~

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~~presented and the recommendations of the review team and relevant staff members, the State Superintendent must recognize the school if it meets the requirements of Sections 425.20 and 425.30. If a school seeking initial recognition exhibits one or more deficiencies under 425.50(c)(3), initial recognition will not be granted; in such a case, the school may reapply pursuant to subsection (a) or (b).~~

- 4) ~~If the State Superintendent assigns a status of Recognized Pending Further Review, the State Superintendent must identify to the school the deficiencies leading to that determination and Section 425.50(e)70 shall apply. The State Superintendent must ~~give~~ allow a school that is assigned a recognition status of Recognized Pending Further Review"~~recognized pending further review~~" or "~~on probation~~" an opportunity to resolve those deficiencies preventing Fully Recognized~~full recognition~~ status.~~
- 5) The State Superintendent may postpone until the following school year consideration for recognition of a school whose application is received in the offices of the State Board after the resources for that consideration have been exhausted for the current school year.

b) Recognition via External Accrediting Organizations

- 1) After receipt of a request for recognition from an accrediting organization, the State Superintendent must review the processes used by that organization to identify if that entity's approval, recognition, or accreditation of schools is granted on the basis of compliance with at least the requirements of Sections 425.20 and 425.30 or if the accrediting organization can properly review a registered ~~nonpublic~~ school for recognition under this Part on behalf of the State Superintendent. The State Superintendent must approve an entity meeting this standard for the entity to be able to review a registered ~~nonpublic~~ school for recognition purposes under this Part.
- 2) In keeping with the review cycle and process of the relevant accrediting organization, each registered ~~nonpublic~~ school recognized under this Part through an accrediting organization approved by the State Superintendent must be visited by that accrediting organization. The school must submit documentation of the recognition visit to the State Superintendent from the accrediting organization by the required deadline, as determined by the

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State Superintendent. The State Superintendent must evaluate the documentation and assign the school a status of "fully recognized," "recognized pending further review," "on probation" or no recognition, as described in Section 425.50(c), based on the observations of the accrediting body in the same manner as when evaluating site visit reports generated under subsection (a) and assign the school a status of Fully Recognized or Recognized Pending Further Review as described in Section 425.50(c)(1) and (2), respectively. If a school seeking initial recognition exhibits one or more deficiencies under 425.50(c)(3), initial recognition will not be granted; in such a case, the school may reapply pursuant to subsection (a) or (b).

- 3) If the State Superintendent assigns a status of Recognized Pending Further Review, the State Superintendent must identify to the school the deficiencies leading to that determination and Section 425.50(e) shall apply. The State Superintendent must give a school that is assigned a recognition status of Recognized Pending Further Review an opportunity to resolve those deficiencies preventing Fully Recognized status.
 - 4) The State Superintendent must periodically review the processes of approved accrediting organizations to confirm the organization's ongoing alignment with the requirements of this Part.
 - 54) The State Superintendent must maintain on the agency's website a list of all accrediting organizations whose determinations are accepted pursuant to this subsection.
- c) The State Superintendent must treat each registered ~~nonpublic~~-school recognized under subsection (b) in the same manner as a registered ~~nonpublic~~-school recognized under subsection (a).

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 425.50 Renewal of Recognition

- a) Cycle for On-Site Review
 - 1) Each ~~nonpublic~~-school recognized pursuant to Section 425.40(a) and seeking continued recognition must receive periodic visits by a review

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team as may be deemed necessary by the State Superintendent to ascertain the degree to which the school complies with applicable requirements of Sections 425.20 and 425.30 and, for those schools receiving block grant funds under Section 2-3.51.5 of the School Code, the degree to which the school complies with the requirements of Section 425.80. The process for renewal visits must be conducted in the same manner as visits conducted under Section 425.40. The State Superintendent must consider the evidence presented and proceed as discussed in subsection (c) of this Section.

- 2) Each school recognized pursuant to Section 425.40(b) must be visited in keeping with the review cycle of the relevant accrediting organization. ~~If this review results in a change in a school's recognition status or results in loss of recognition in the course of a school year, the change affects the school's status for the year of the review.~~

b) Renewal in Intervening Years

- 1) For each school year between on-site reviews, the chief school administrator of a school recognized pursuant to Section 425.40(a) must apply for renewal of the school's recognition by submitting, in a format and time specified by the State Superintendent, assurances that the school continues to comply with the requirements of this Part, including any revisions that may have occurred, and that no significant changes have been made in its operations, its facilities, or its programs that would negatively impact recognition.
- 2) If annual professional development is required for any staff member pursuant to Section 425.30(d)(5), the school's chief school administrator must separately submit an assurance that written plans for ensuring that the affected individuals complete relevant activities are in place and are being followed. The school must maintain copies of these plans and proof of their implementation in the individual's personnel file.
- 3) For each school year between on-site reviews, the chief school administrator of a school recognized pursuant to Section 425.40(b) must apply for renewal of the school's recognition by submitting, in a manner determined by the State Superintendent, evidence that the school's

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accreditation from the relevant organization is in effect for that school year.

- c) ~~Based upon~~ Upon consideration of the renewal application materials, and the report, and recommendation of the review team if a site visit was conducted, or information obtained by the State Superintendent by any other means, the State Superintendent will annually ~~must~~ assign a recognition status for ~~to the nonpublic school at any time. The recognition status of each school will be posted and maintained on the State Board's website at https://www.isbe.net. In each case, a school shall be recognized and assigned. ~~1) The State Superintendent must assign a school a status of "Fully Recognized", "On Probation", or "Recognized Pending Further Review", or, after action is taken by the State Board consistent with this Section, shall be "Nonrecognized". A school that is placed on Recognized Pending Further Review or On Probation shall not, because of this change in status, lose any rights or privileges afforded by the State Board to schools that are "Fully Recognized".~~ "fully recognized" if the school meets the requirements of this Part.~~
- 12) Each school that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25o of the Code and this Part, shall be Fully Recognized.
- 2) A school shall be immediately Recognized Pending Further Review by the State Superintendent if ~~may recognize a school, but assign a school a status of "recognized pending further review" if the school~~
- A) it exhibits any deficiencies other than those areas of noncompliance that ~~are not serious enough to warrant probation as delineated in subsection (c)(3); and~~
- B) such deficiencies may ~~can~~ be anticipated to be corrected prior to the end of the school year following the school year in which they were ~~are~~ identified.
- 3) ~~The State Superintendent may recognize a school, but assign it a status of "on probation" if the school has significant areas of noncompliance or areas of noncompliance that can be anticipated to require extended time for correction. Areas of significant noncompliance may include, but are not limited to, the following:~~

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- 3A) A school shall be immediately placed On Probation by the State Superintendent following the process outlined in Section 425.50(f) if it:
- A) exhibits~~exhibiting multiple~~ deficiencies that present a health hazard or a danger to students or staff;
 - B) fails~~failing~~ to offer required coursework;
 - C) employs~~employing~~ personnel who lack the required qualifications and who are not in the process of attaining these qualifications;
 - D) fails~~failing~~ or refuses~~refusing~~ to serve students according to relevant legal and/or regulatory requirements; and/or
 - E) prolongs~~prolonging~~ or repeats~~repeating~~ instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements including failure to correct deficiencies as required by subsection (c)(2)(B).
- d) The recognition status of a school may, in accordance with 105 ILCS 5/1A-4 and this Part, be changed to On Probation or Recognized Pending Further Review, upon written notification to the school, by the State Superintendent at any time to reflect information confirmed during the compliance monitoring process outlined in subsection (a), through the renewal application process outlined in subsection (b), or obtained by the State Superintendent by any other means, subject to the school's right to appeal such status change as provided in this Section. Any change in status that may occur pursuant to this subsection will be posted on the State Board's website no later than 30 days after the change in status.
- e) Schools Recognized Pending Further Review
- 1) The chief school administrator of a school that is Recognized Pending Further Review may, within 5~~When a school is recognized pending further review, the school's chief administrator may, within 30~~ days after receipt of notification to this effect, request a conference at which representatives of the school will~~must~~ have an opportunity to discuss compliance issues with representatives of the State Board staff. By agreement of the parties, the conference may be conducted via videoconference or any other means.

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- 2e) The chief school administrator of~~When a school that is~~ Recognized Pending Further Review may request a hearing to appeal the change in recognition status within 10 days after the designation is issued or 10 days after the conference in subsection (e)(1), whichever date is later. The request for appeal must be submitted in writing to the State Superintendent at RecognitionAppeal@isbe.net or, if the email address becomes inaccessible or is changed, via mail to the Illinois State Board of Education at 100 N 1st Street, Springfield IL 62777, and must set forth evidence that the school is in compliance with the applicable requirements that resulted in the change of recognition status. Upon receipt of the school's request, the State Superintendent shall notify the school of the date, time, and location of the hearing, which shall be held no sooner than 10 days after receipt of the request for appeal. The date of the hearing scheduled by the State Superintendent may, by mutual agreement of the parties, be rescheduled. The hearing may be conducted via videoconference or any other means. The school may be represented by an attorney throughout the appeal process.
- A) The hearing shall be conducted by a hearing officer designated by the State Superintendent. The parties shall be notified of the appointment of the hearing officer.
- B) The hearing officer shall convene a hearing at which the school shall have the opportunity to present evidence that the school is in compliance with the applicable requirements that resulted in the change of recognition status.
- C) The hearing officer shall provide a written decision to the school within 5 days of the date of the hearing.
- 3) A school that is Recognized Pending Further Review shall be Fully Recognized at any time upon submission of satisfactory evidence that demonstrates the school is in compliance with the applicable requirements that resulted in the change of recognition status.
- f) Schools Placed On Probation

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- 1) The State Superintendent shall schedule a conference with the chief school administrator of a school prior to placing that school On Probation, at which ~~placed on probation, representatives of the school will~~ State Board must conduct a conference at which ~~representatives of the school may discuss compliance issues with representatives of the State Board~~ staff. By agreement of the parties, the conference may be conducted via videoconference or any other means. Within 5 days after the date of the scheduled conference, the State Superintendent will determine if the school will be placed On Probation and will notify the school to this effect.

- 2) The chief school administrator of a school that is placed On Probation may request a hearing to appeal the change in recognition status of the school within 10 days after the designation is issued pursuant to subsection (f)(1). The request for appeal must be submitted in writing to the State Superintendent at RecognitionAppeal@isbe.net or, if the email address becomes inaccessible or is changed, via U.S. mail to the Illinois ~~If requested by the representatives of the State Board~~ of Education at 100 N 1st Street, Springfield IL 62777, and must set forth evidence that the school is in compliance with the applicable requirements that resulted in the change of recognition status. Upon receipt of the school's request, the State Superintendent shall notify the school of the date, time, and location of the hearing, which shall be held no sooner than 10 days after receipt of the request for appeal. The date of the hearing scheduled by the State Superintendent may, by mutual agreement of the parties, be rescheduled. The hearing may be conducted via videoconference or any other means. The school may be represented by an attorney throughout the appeal process.
 - A) The hearing shall be conducted by a hearing officer designated by the State Superintendent. The parties shall be notified of the appointment of the hearing officer.

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

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- C) The hearing officer shall provide a written decision to the school within 5 days of the date of the hearing.
- 3) Within 15 days of the conference pursuant to subsection (f)(1) or, if applicable, a decision on the appeal described in subsection (f)(2) affirming the change in recognition status, whichever is later, the school, within 60 days following a conference under this subsection, the school's chief administrator shall submit to the State Superintendent a plan for corrective action plan that conforms to the requirements of subsection (f)(4).
- Af) The plan shall be signed by the chief school administrator and each affected principal.
- B) The timeline for the submission of a corrective action plan may be extended by mutual agreement of the The State Superintendent or designeemust review and the school.
- 4) The State Superintendent shall respond to the submission of a plan within 15 days after receiving it. The State Superintendent shallmust approve a plan if it:
- A4) specifies steps to be taken by the school that are directly related to the area or areas of noncompliance cited;
- B2) provides evidence that the school has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and
- C3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- 5) A school that is On Probation shall be Fully Recognized at any time upon submission of satisfactory evidence that demonstrates the school is in compliance with the applicable requirements that resulted in the change of recognition status.
- g) Nonrecognition of Schools

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- 1g) If a school's plan ~~does not meet the requirements of~~ is not approvable under subsection (f), the State Superintendent shall ~~must~~ notify the school's chief administrator to this effect. If no plan is submitted, or if no approvable plan meeting the requirements of subsection (f) is received within 1560 days after the school's conference with staff, or any extended timeline pursuant to subsection (f)(3)(B), or after a decision on the appeal affirming the change in recognition status, the State Superintendent shall recommend to the State Board that the school be Nonrecognized ~~representatives of the State Board, the school's recognition may be withdrawn, subject to the school's right to a hearing as set forth in subsection (g)(3) and shall provide notification of this recommendation to the school.~~ appeal under Section 425.70.
- 2h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Superintendent shall recommend to the State Board that the status of the school be changed to Nonrecognized subject to the school's right to a hearing as set forth in subsection (g)(3). ~~may withdraw the school's recognition, subject to appeal under Section 425.70.~~
- 3) A school that has been recommended to be Nonrecognized by the State Superintendent may submit a written request for a hearing to the State Board within 30 days of being notified of the State Superintendent's recommendation for nonrecognition. If the school does not request a hearing to challenge the State Superintendent's recommendation that the school be Nonrecognized within 30 days of being notified, the State Board will make a determination on the State Superintendent's recommendation for nonrecognition of the school at a State Board meeting, and the school will be notified of the decision in writing.
- A) The request for a hearing must be submitted by the chief school administrator.
- B) The request for a hearing must identify the specific findings with which the school disagrees.

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- C) Upon submission of the request for a hearing, the State Superintendent shall give written notice of the date, time and place of the hearing to the chief school administrator not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested. By agreement of both parties, the hearing may be conducted via videoconference or any other means.
- D) The hearing shall be conducted by a hearing officer designated by the State Superintendent. The parties shall be notified when a hearing officer is appointed.
- E) The school may be represented by an attorney throughout the proceedings. An attorney from the Office of the Legal Counsel to the State Board, or an attorney selected by the State Superintendent, will represent the State Superintendent.
- F) Both the school and the State Superintendent will be afforded the opportunity to file written briefs before the hearing. The school shall submit its brief to the hearing officer and a copy to the State Superintendent at the following address: Illinois State Board of Education, Office of Legal Counsel, 100 N First St., Springfield IL 62777. The State Superintendent shall submit its brief to the hearing officer and a copy to the chief school administrator or the school's attorney, if represented at the hearing by counsel.
- i) The school's brief shall be due 7 days after receipt of the notice of the appointment of the hearing officer.
- ii) The State Superintendent's brief shall be due 7 days after the State Superintendent's receipt of the school's brief.
- G) At the time its brief is filed, either the school or the State Superintendent may request an opportunity to present witnesses and/or oral argument before the hearing officer.
- H) If requested, each party may produce witnesses at the hearing. After the completion of witness testimony, if oral argument has been requested, each party will be given at least 30 minutes for oral argument. The hearing officer may ask questions during such

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arguments. The school shall present its argument first, followed by the argument for the State Superintendent. The school will then be allowed at least 10 minutes for a rebuttal. If neither party requests oral argument, the hearing officer may request that the parties make an oral presentation on the date scheduled for the hearing.

- I) If two or more schools request an appeal regarding the same issue(s), the appeals may be consolidated if consolidation would secure economies of time and effort, promote uniformity of decision-making by the hearing officer, and consolidation would not prejudice the rights of a party. Consolidated appeals shall be handled as provided in this subsection (g)(3)(I).
- i) Each school may submit its own brief, or any two or more of the schools whose appeals are consolidated may elect to write a joint brief and may request oral argument.
- ii) All schools whose appeals are consolidated will be given an opportunity to produce witnesses and a collective total of at least 40 minutes for oral argument, and the schools may reserve at least 10 of their 40 minutes for rebuttal. The schools shall either select one or more representatives to argue on behalf of the schools or divide the time equally amongst all schools.
- iii) The State Superintendent shall submit one brief in response to the issue(s) subject to the consolidated appeal and shall have at least 30 minutes for oral argument.
- J) During the hearing, the hearing officer shall consider only those issues raised in the written briefs, witness testimony, if any, and oral argument of the parties if the parties request the opportunity to present oral arguments. All hearings shall be recorded.
- K) Within 14 days after the hearing, the hearing officer shall submit a written recommendation for action to the State Board and shall state the reasons for the recommendations. The hearing officer may recommend that the State Board adopt, modify, or reject the recommendation of the State Superintendent, in whole or in part.

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- L) A final decision shall be rendered by the State Board after receipt of the hearing officer's recommendation and the parties shall be notified in writing of the decision. The decision shall specify whether it is final, and, if so, that it is subject to the Administrative Review Law [735 ILCS 5/Art.III].
- M) Nothing contained in this Section shall preclude the State Superintendent or the State Board, when required, and the school from reaching an agreement as to the resolution of an appeal at any time during the appeals process.
- h) A school shall not be Nonrecognized under this Section without first having been placed On Probation. Except that, the State Superintendent may recommend to the State Board that a school that was previously On Probation be Nonrecognized if it is subsequently noncompliant with the same requirements that led to its previous placement On Probation and both instances of noncompliance occur within the same school year.
- i) A school that has been Nonrecognized by the State Board pursuant to this section may petition the State Board to be returned to Fully Recognized status if the school clearly demonstrates that:
- 1) Any noncompliance matters that resulted in nonrecognition have been resolved;
 - 2) The school has developed systems and processes to ensure that the noncompliance issues that resulted in the change in recognition status will not recur; and
 - 3) The school will agree to any additional corrective steps that the State Superintendent deems necessary to remedy any harm caused by the school's or school's noncompliance.
- ji) If a recognized nonpublic school fails to renew its registration under subsection 425.30(a)(b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in this Section ~~425.70~~ does not apply. A

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school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.

- ~~kj~~) If a recognized ~~nonpublic~~ school renews its registration but fails to annually renew its recognition as required in subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in this Section ~~425.70~~ does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 425.60 Changes in Recognition Status (Repealed)

~~A nonpublic school's recognition status may be changed by the State Superintendent at any time to reflect information confirmed during compliance monitoring or by any other means, subject to the provisions of Section 425.70. Except in instances in which the State Superintendent determines there is an emergency situation present at a school, no school may have its recognition removed by administrative action without first having been placed on probation.~~

(Source: Repealed at 46 Ill. Reg. _____, effective _____)

Section 425.70 Appeals (Repealed)

~~A school's chief administrator who wishes to appeal a nonpublic school's placement into nonrecognition status must submit to the State Superintendent a written statement of appeal within 14 days after receiving notification of the planned status change.~~

- a) ~~Within 30 days after receipt of the appeal, the State Superintendent or a designee must convene a hearing to review all pertinent information, including the procedures that led to the planned recognition status change. Representatives of the affected school must have an opportunity to present evidence demonstrating that the school complies with the requirements of this Part.~~
- b) ~~No later than 30 days after the conclusion of the hearing, the State Superintendent must inform the school's chief administrator of the State Superintendent's determination. If there is no change in the school's recognition status, the school does not need to take any further action. If the school's recognition is removed,~~

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~~and the school wishes to become recognized again, the school must follow the procedure in Section 425.40. The decision of the State Superintendent of Education is a final administrative decision, subject to the Administrative Review Law [735 ILCS 5/Art. III].~~

(Source: Repealed at 46 Ill. Reg. _____, effective _____)

Section 425.90 Textbook Block Grant Program

Recognized ~~nonpublic~~ schools serving students in kindergarten through grade 12 are eligible to receive annual funding for the direct purchase of selected secular textbooks.

- a) Funding received under the Textbook Block Grant Program shall be used only for the direct purchase of secular textbooks, as defined in Section 2-3.155(b) of the School Code.
- b) For the purposes of monitoring compliance with Section 2-3.155(d) of the School Code, each ~~nonpublic~~ school that receives funding under the Textbook Block Grant Program shall provide to the State Superintendent, upon request, a copy of the purchase order and receipt confirmation for any textbooks acquired that includes the:
 - 1) title of each textbook purchased, including its International Standard Book Number (ISBN), or, if no ISBN is provided, a description of the materials purchased;
 - 2) quantity received; and
 - 3) total cost of the textbooks ordered.
- c) Records associated with the purchase of textbooks under Section 2-3.155 of the School Code shall be maintained for three years following the school year in which the textbooks were purchased.
- d) In the event that the ~~nonpublic~~ school fails to comply with Section 2-3.155 of the School Code and this Section, then it shall return to the State Board of Education any grant funds expended on textbooks not in compliance with Section 2-3.155 of the School Code.

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Aid to the Aged, Blind or Disabled
- 2) Code Citation: 89 Ill. Adm. Code 113
- 3)

<u>Section Numbers:</u>	<u>Proposed Actions:</u>
113.253	Amendment
113.260	Amendment
- 4) Statutory Authority: Implementing Article III and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Art. III and 12-13] and 20 CFR 416.2096.
- 5) A Complete Description of the Subjects and Issues involved: Federal regulations require the State to pass along an increase in SSI benefits to clients who receive AABD cash (State Supplemental payments). This rulemaking increases the AABD Grant Adjustment Allowance and Sheltered Care/Personal or Nursing Care rates by \$47, the amount of the January 2022 SSI benefit increase.
- 6) Any published studies or reports, along with the sources of underlying data that were used when composing this rulemaking? None
- 7) Will this rulemaking replace an 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.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: Interested persons may present their comments concerning these rules within 45 days after the date of this issue of the *Illinois Register*. All requests and comments should be submitted in writing to:

Tracie Drew, Chief
Bureau of Administrative Rules and Procedures
Department of Human Services

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100 South Grand Avenue East
Harris Building, 3rd Floor
Springfield, Illinois 62762

(217) 785-9772

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: This rulemaking will not have an adverse impact on small businesses.
- 15) Regulatory Agenda on which this rulemaking was summarized: July 2021

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

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENTS

TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER b: ASSISTANCE PROGRAMS

PART 113
AID TO THE AGED, BLIND OR DISABLED

SUBPART A: GENERAL PROVISIONS

Section

- 113.1 Description of the Assistance Program
- 113.5 Incorporation By Reference

SUBPART B: NON-FINANCIAL FACTORS OF ELIGIBILITY

Section

- 113.9 Client Cooperation
- 113.10 Citizenship
- 113.20 Residence
- 113.30 Age
- 113.40 Blind
- 113.50 Disabled
- 113.60 Living Arrangement
- 113.70 Institutional Status
- 113.80 Social Security Number

SUBPART C: FINANCIAL FACTORS OF ELIGIBILITY

Section

- 113.100 Unearned Income
- 113.101 Budgeting Unearned Income
- 113.102 Budgeting Unearned Income of Applicants Receiving Income on Date of Application And/Or Date of Decision
- 113.103 Initial Receipt of Unearned Income
- 113.104 Termination of Unearned Income
- 113.105 Unearned Income In-Kind
- 113.106 Earmarked Income
- 113.107 Lump Sum Payments and Income Tax Refunds
- 113.108 Protected Income (Repealed)

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- 113.109 Earned Income (Repealed)
- 113.110 Budgeting Earned Income (Repealed)
- 113.111 Protected Income
- 113.112 Earned Income
- 113.113 Exempt Unearned Income
- 113.114 Budgeting Earned Income of Applicants Receiving Income On Date of Application And/Or Date of Decision
- 113.115 Initial Employment
- 113.116 Budgeting Earned Income For Contractual Employees
- 113.117 Budgeting Earned Income For Non-contractual School Employees
- 113.118 Termination of Employment
- 113.120 Exempt Earned Income
- 113.125 Recognized Employment Expenses
- 113.130 Income From Work/Study/Training Programs
- 113.131 Earned Income From Self-Employment
- 113.132 Earned Income From Roomer and Boarder
- 113.133 Earned Income From Rental Property
- 113.134 Earned Income In-Kind
- 113.139 Payments from the Illinois Department of Children and Family Services
- 113.140 Assets
- 113.141 Exempt Assets
- 113.142 Asset Disregard
- 113.143 Deferral of Consideration of Assets
- 113.154 Property Transfers For Applications Filed Prior To October 1, 1989 (Repealed)
- 113.155 Property Transfers For Applications Filed On Or After October 1, 1989 (Repealed)
- 113.156 Court Ordered Child Support Payments of Parent/Step-Parent
- 113.157 Responsibility of Sponsors of Non-citizens Entering the Country Prior to 8/22/96
- 113.158 Responsibility of Sponsors of Non-citizens Entering the Country On or After 08/22/96
- 113.160 Assignment of Medical Support Rights

SUBPART D: PAYMENT AMOUNTS

- Section
- 113.245 Payment Levels for AABD
- 113.246 Personal Allowance
- 113.247 Personal Allowance Amounts
- 113.248 Shelter

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113.249	Utilities and Heating Fuel
113.250	Laundry
113.251	Telephone
113.252	Transportation, Lunches, Special Fees
113.253	Allowances for Increase in SSI Benefits
113.254	Nursing Care or Personal Care in Home Not Subject to Licensing
113.255	Sheltered Care/Personal or Nursing Care in a Licensed Group Care Facility
113.256	Shopping Allowance
113.257	Special Allowances for Blind and Partially Sighted (Blind Only)
113.258	Home Delivered Meals
113.259	AABD Fuel and Utility Allowances By Area
113.260	Sheltered Care, Personal Care or Nursing Care Rates
113.261	Cases in Licensed Intermediate Care Facilities, Licensed Skilled Nursing Facilities, DMHDD Facilities and All Other Licensed Medical Facilities
113.262	Meeting the Needs of an Ineligible Dependent with Client's Income
113.263	Service Animals
113.264	Refugees Ineligible for SSI

SUBPART E: OTHER PROVISIONS

Section	
113.300	Persons Who May Be Included In the Assistance Unit
113.301	Grandfathered Cases
113.302	Interim Assistance (Repealed)
113.303	Special Needs Authorizations
113.304	Retrospective Budgeting
113.305	Budgeting Schedule
113.306	Purchase and Repair of Household Furniture (Repealed)
113.307	Property Repairs and Maintenance
113.308	Excess Shelter Allowance
113.309	Limitation on Amount of AABD Assistance to Recipients from Other States (Repealed)
113.320	Redetermination of Eligibility
113.330	Attorney's Fees for VA Appellants (Repealed)

SUBPART F: INTERIM ASSISTANCE

Section	
113.400	Description of the Interim Assistance Program

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENTS

- 113.405 Pending SSI Application (Repealed)
- 113.410 More Likely Than Not Eligible for SSI (Repealed)
- 113.415 Non-Financial Factors of Eligibility (Repealed)
- 113.420 Financial Factors of Eligibility (Repealed)
- 113.425 Payment Levels for Chicago Interim Assistance Cases (Repealed)
- 113.430 Payment Levels for all Interim Assistance Cases Outside Chicago (Repealed)
- 113.435 Medical Eligibility (Repealed)
- 113.440 Attorney's Fees for SSI Applicants (Repealed)
- 113.445 Advocacy Program for Persons Receiving Interim Assistance (Repealed)
- 113.450 Limitation on Amount of Interim Assistance to Recipients from Other States (Repealed)
- 113.500 Attorney's Fees for SSI Appellants (Renumbered)

AUTHORITY: Implementing Article III and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5].

SOURCE: Filed effective December 30, 1977; peremptory amendment at 2 Ill. Reg. 17, p. 117, effective February 1, 1978; amended at 2 Ill. Reg. 31, p. 134, effective August 5, 1978; emergency amendment at 2 Ill. Reg. 37, p. 4, effective August 30, 1978, for a maximum of 150 days; emergency expired January 28, 1979; peremptory amendment at 2 Ill. Reg. 46, p. 44, effective November 1, 1978; emergency amendment at 3 Ill. Reg. 16, p. 41, effective April 9, 1979, for a maximum of 150 days; emergency amendment at 3 Ill. Reg. 28, p. 182, effective July 1, 1979, for a maximum of 150 days; amended at 3 Ill. Reg. 33, p. 399, effective August 18, 1979; amendment at 3 Ill. Reg. 33, p. 415, effective August 18, 1979; amended at 3 Ill. Reg. 38, p. 243, effective September 21, 1979; peremptory amendment at 3 Ill. Reg. 38, p. 321, effective September 7, 1979; amended at 3 Ill. Reg. 40, p. 140, effective October 6, 1979; amended at 3 Ill. Reg. 46, p. 36, effective November 2, 1979; amended at 3 Ill. Reg. 47, p. 96, effective November 13, 1979; amended at 3 Ill. Reg. 48, p. 1, effective November 15, 1979; peremptory amendment at 4 Ill. Reg. 9, p. 259, effective February 22, 1980; amended at 4 Ill. Reg. 10, p. 258, effective February 25, 1980; at 4 Ill. Reg. 12, p. 551, effective March 10, 1980; amended at 4 Ill. Reg. 27, p. 387, effective June 24, 1980; emergency amendment at 4 Ill. Reg. 29, p. 294, effective July 8, 1980, for a maximum of 150 days; amended at 4 Ill. Reg. 37, p. 797, effective September 2, 1980; amended at 4 Ill. Reg. 37, p. 800, effective September 2, 1980; amended at 4 Ill. Reg. 45, p. 134, effective October 27, 1980; amended at 5 Ill. Reg. 766, effective January 2, 1981; amended at 5 Ill. Reg. 1134, effective January 26, 1981; peremptory amendment at 5 Ill. Reg. 5722, effective June 1, 1981; amended at 5 Ill. Reg. 7071, effective June 23, 1981; amended at 5 Ill. Reg. 7104, effective June 23, 1981; amended at 5 Ill. Reg. 8041, effective July 27, 1981; amended at 5 Ill. Reg. 8052, effective July 24, 1981; peremptory amendment at 5 Ill. Reg. 8106, effective August 1, 1981; peremptory amendment at 5 Ill. Reg. 10062, effective

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October 1, 1981; preemptory amendment at 5 Ill. Reg. 10079, effective October 1, 1981; preemptory amendment at 5 Ill. Reg. 10095, effective October 1, 1981; preemptory amendment at 5 Ill. Reg. 10113, effective October 1, 1981; preemptory amendment at 5 Ill. Reg. 10124, effective October 1, 1981; preemptory amendment at 5 Ill. Reg. 10131, effective October 1, 1981; amended at 5 Ill. Reg. 10730, effective October 1, 1981; amended at 5 Ill. Reg. 10733, effective October 1, 1981; amended at 5 Ill. Reg. 10760, effective October 1, 1981; amended at 5 Ill. Reg. 10767, effective October 1, 1981; preemptory amendment at 5 Ill. Reg. 11647, effective October 16, 1981; preemptory amendment at 6 Ill. Reg. 611, effective January 1, 1982; amended at 6 Ill. Reg. 1216, effective January 14, 1982; emergency amendment at 6 Ill. Reg. 2447, effective March 1, 1982, for a maximum of 150 days; preemptory amendment at 6 Ill. Reg. 2452, effective February 11, 1982; preemptory amendment at 6 Ill. Reg. 6475, effective May 18, 1982; preemptory amendment at 6 Ill. Reg. 6912, effective May 20, 1982; emergency amendment at 6 Ill. Reg. 7299, effective June 2, 1982, for a maximum of 150 days; amended at 6 Ill. Reg. 8115, effective July 1, 1982; amended at 6 Ill. Reg. 8142, effective July 1, 1982; amended at 6 Ill. Reg. 8159, effective July 1, 1982; amended at 6 Ill. Reg. 10970, effective August 26, 1982; amended at 6 Ill. Reg. 11921, effective September 21, 1982; amended at 6 Ill. Reg. 12293, effective October 1, 1982; amended at 6 Ill. Reg. 12318, effective October 1, 1982; amended at 6 Ill. Reg. 13754, effective November 1, 1982; rules repealed, new rules adopted and codified at 7 Ill. Reg. 907, effective January 10, 1983; amended (by adding Sections being codified with no substantive change) at 7 Ill. Reg. 5195; amended at 7 Ill. Reg. 9367, effective August 1, 1983; amended at 7 Ill. Reg. 17351, effective December 21, 1983; amended at 8 Ill. Reg. 537, effective December 30, 1983; amended at 8 Ill. Reg. 5225, effective April 9, 1984; amended at 8 Ill. Reg. 6746, effective April 27, 1984; amended at 8 Ill. Reg. 11414, effective June 27, 1984; amended at 8 Ill. Reg. 13273, effective July 16, 1984; amended (by Sections being codified with no substantive change) at 8 Ill. Reg. 17895; amended at 8 Ill. Reg. 18896, effective September 26, 1984; amended at 9 Ill. Reg. 5335, effective April 5, 1985; amended at 9 Ill. Reg. 8166, effective May 17, 1985; amended at 9 Ill. Reg. 8657, effective May 25, 1985; amended at 9 Ill. Reg. 11302, effective July 5, 1985; amended at 9 Ill. Reg. 11636, effective July 8, 1985; amended at 9 Ill. Reg. 11991, effective July 12, 1985; amended at 9 Ill. Reg. 12806, effective August 9, 1985; amended at 9 Ill. Reg. 15896, effective October 4, 1985; amended at 9 Ill. Reg. 16291, effective October 10, 1985; emergency amendment at 10 Ill. Reg. 364, effective January 1, 1986; amended at 10 Ill. Reg. 1183, effective January 10, 1986; amended at 10 Ill. Reg. 6956, effective April 16, 1986; amended at 10 Ill. Reg. 8794, effective May 12, 1986; amended at 10 Ill. Reg. 10628, effective June 3, 1986; amended at 10 Ill. Reg. 11920, effective July 3, 1986; amended at 10 Ill. Reg. 15110, effective September 5, 1986; amended at 10 Ill. Reg. 15631, effective September 19, 1986; amended at 11 Ill. Reg. 3150, effective February 6, 1987; amended at 11 Ill. Reg. 8712, effective April 20, 1987; amended at 11 Ill. Reg. 9919, effective May 15, 1987; emergency amendment at 11 Ill. Reg. 12441, effective July 10, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 20880, effective December 14, 1987; amended at 12 Ill. Reg. 867,

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effective January 1, 1988; amended at 12 Ill. Reg. 2137, effective January 11, 1988; amended at 12 Ill. Reg. 3497, effective January 22, 1988; amended at 12 Ill. Reg. 5642, effective March 15, 1988; amended at 12 Ill. Reg. 6151, effective March 22, 1988; amended at 12 Ill. Reg. 7687, effective April 22, 1988; amended at 12 Ill. Reg. 8662, effective May 13, 1988; amended at 12 Ill. Reg. 9023, effective May 20, 1988; amended at 12 Ill. Reg. 9669, effective May 24, 1988; emergency amendment at 12 Ill. Reg. 11828, effective July 1, 1988, for a maximum of 150 days; amended at 12 Ill. Reg. 14162, effective August 30, 1988; amended at 12 Ill. Reg. 17849, effective October 25, 1988; amended at 13 Ill. Reg. 63, effective January 1, 1989; emergency amendment at 13 Ill. Reg. 3402, effective March 3, 1989, for a maximum of 150 days; amended at 13 Ill. Reg. 6007, effective April 14, 1989; amended at 13 Ill. Reg. 12553, effective July 12, 1989; amended at 13 Ill. Reg. 13609, effective August 11, 1989; emergency amendment at 13 Ill. Reg. 14467, effective September 1, 1989, for a maximum of 150 days; emergency amendment at 13 Ill. Reg. 16154, effective October 2, 1989, for a maximum of 150 days; emergency expired March 1, 1990; amended at 14 Ill. Reg. 720, effective January 1, 1990; amended at 14 Ill. Reg. 6321, effective April 16, 1990; amended at 14 Ill. Reg. 13187, effective August 6, 1990; amended at 14 Ill. Reg. 14806, effective September 3, 1990; amended at 14 Ill. Reg. 16957, effective September 30, 1990; amended at 15 Ill. Reg. 277, effective January 1, 1991; emergency amendment at 15 Ill. Reg. 1111, effective January 10, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 5291, effective April 1, 1991; amended at 15 Ill. Reg. 5698, effective April 10, 1991; amended at 15 Ill. Reg. 7104, effective April 30, 1991; amended at 15 Ill. Reg. 11142, effective July 22, 1991; amended at 15 Ill. Reg. 11948, effective August 12, 1991; amended at 15 Ill. Reg. 14073, effective September 11, 1991; emergency amendment at 15 Ill. Reg. 15119, effective October 7, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 16709, effective November 1, 1991; amended at 16 Ill. Reg. 3468, effective February 20, 1992; amended at 16 Ill. Reg. 9986, effective June 15, 1992; amended at 16 Ill. Reg. 11565, effective July 15, 1992; emergency amendment at 16 Ill. Reg. 13641, effective September 1, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 14722, effective September 15, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 17154, effective November 1, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 17764, effective November 13, 1992, for a maximum of 150 days; amended at 17 Ill. Reg. 827, effective January 15, 1993; amended at 17 Ill. Reg. 2263, effective February 15, 1993; amended at 17 Ill. Reg. 3202, effective February 26, 1993; amended at 17 Ill. Reg. 4322, effective March 22, 1993; amended at 17 Ill. Reg. 6804, effective April 21, 1993; amended at 17 Ill. Reg. 14612, effective August 26, 1993; amended at 18 Ill. Reg. 2018, effective January 21, 1994; amended at 18 Ill. Reg. 7759, effective May 5, 1994; amended at 18 Ill. Reg. 12818, effective August 5, 1994; amended at 19 Ill. Reg. 1052, effective January 26, 1995; amended at 19 Ill. Reg. 2875, effective February 24, 1995; amended at 19 Ill. Reg. 6639, effective May 5, 1995; emergency amendment at 19 Ill. Reg. 8409, effective June 9, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 15034, effective October 17, 1995; amended at 20 Ill. Reg. 858, effective December 29, 1995;

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emergency amendment at 21 Ill. Reg. 673, effective January 1, 1997, for a maximum of a 150 days; amended at 21 Ill. Reg. 7404, effective May 31, 1997; recodified from the Department of Public Aid to the Department of Human Services at 21 Ill. Reg. 9322; amended at 22 Ill. Reg. 13642, effective July 15, 1998; emergency amendment at 22 Ill. Reg. 16348, effective September 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 18931, effective October 1, 1998; emergency amendment at 22 Ill. Reg. 21750, effective November 24, 1998, for a maximum of 150 days; emergency amendment at 23 Ill. Reg. 579, effective January 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 1607, effective January 20, 1999; amended at 23 Ill. Reg. 5548, effective April 23, 1999; amended at 23 Ill. Reg. 6052, effective May 4, 1999; amended at 23 Ill. Reg. 6425, effective May 15, 1999; amended at 23 Ill. Reg. 6935, effective May 30, 1999; amended at 23 Ill. Reg. 7887, effective June 30, 1999; emergency amendment at 23 Ill. Reg. 8650, effective July 13, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 10161, effective August 3, 1999; amended at 23 Ill. Reg. 13852, effective November 19, 1999; amended at 24 Ill. Reg. 2328, effective February 1, 2000; amended at 24 Ill. Reg. 11622, effective July 18, 2000; amended at 24 Ill. Reg. 13394, effective August 18, 2000; amended at 25 Ill. Reg. 5326, effective March 30, 2001; amended at 26 Ill. Reg. 179, effective January 1, 2002; amended at 26 Ill. Reg. 8532, effective May 31, 2002; amended at 26 Ill. Reg. 13521, effective September 3, 2002; amended at 27 Ill. Reg. 7252, effective April 7, 2003; amended at 28 Ill. Reg. 11139, effective July 21, 2004; emergency amendment at 28 Ill. Reg. 11366, effective July 21, 2004, for a maximum of 150 days; emergency amendment at 28 Ill. Reg. 12469, effective August 20, 2004, for a maximum of 150 days; emergency expired January 16, 2005; amended at 29 Ill. Reg. 648, effective December 16, 2004; amended at 29 Ill. Reg. 5703, effective April 11, 2005; amended at 29 Ill. Reg. 10176, effective July 5, 2005; amended at 30 Ill. Reg. 16065, effective September 21, 2006; amended at 31 Ill. Reg. 6981, effective April 30, 2007; amended at 31 Ill. Reg. 11306, effective July 19, 2007; amended at 32 Ill. Reg. 17187, effective October 16, 2008; peremptory amendment at 32 Ill. Reg. 18065, effective November 15, 2008; emergency amendment at 33 Ill. Reg. 4993, effective March 19, 2009, for a maximum of 150 days; emergency expired August 15, 2009; emergency amendment at 33 Ill. Reg. 7337, effective May 21, 2009, for a maximum of 150 days; emergency expired October 17, 2009; amended at 33 Ill. Reg. 12775, effective September 8, 2009; emergency amendment at 33 Ill. Reg. 12850, effective September 4, 2009, for a maximum of 150 days; emergency expired January 31, 2010; amended at 33 Ill. Reg. 13846, effective September 17, 2009; amended at 33 Ill. Reg. 15033, effective October 22, 2009; amended at 33 Ill. Reg. 16845, effective November 30, 2009; emergency amendment at 34 Ill. Reg. 6944, effective May 1, 2010, for a maximum of 150 days; emergency expired September 27, 2010; amended at 34 Ill. Reg. 7255, effective May 10, 2010; amended at 35 Ill. Reg. 1012, effective December 28, 2010; emergency amendment at 35 Ill. Reg. 6951, effective April 6, 2011, for a maximum of 150 days; emergency expired September 2, 2011; amended at 35 Ill. Reg. 17096, effective October 5, 2011; amended at 35 Ill. Reg. 18756, effective October 28, 2011; amended at 36 Ill. Reg. 15195, effective October 5, 2012; emergency

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amendment at 36 Ill. Reg. 17567, effective December 1, 2012 through June 30, 2013; amended at 37 Ill. Reg. 8728, effective June 11, 2013; amended at 37 Ill. Reg. 14876, effective August 27, 2013; amended at 38 Ill. Reg. 16229, effective July 18, 2014; emergency amendment at 38 Ill. Reg. 17470, effective July 30, 2014, for a maximum of 150 days; amended at 38 Ill. Reg. 22654, effective November 20, 2014; amended at 39 Ill. Reg. 13260, effective September 21, 2015; amended at 41 Ill. Reg. 10331, effective July 21, 2017; amended at 42 Ill. Reg. 16195, effective August 7, 2018; amended at 43 Ill. Reg. 343, effective December 20, 2018; emergency amendment at 43 Ill. Reg. 4346, effective March 20, 2019, for a maximum of 150 days; amended at 43 Ill. Reg. 6992, effective May 31, 2019; amended at 43 Ill. Reg. 9122, effective August 9, 2019; emergency amendment at 43 Ill. Reg. 14438, effective November 26, 2019, for a maximum of 150 days; amended at 44 Ill. Reg. 6973, effective April 16, 2020; amended at 44 Ill. Reg. 14710, effective August 25, 2020; amended at 45 Ill. Reg. 10022, effective July 26, 2021; amended at 45 Ill. Reg. 11667, effective September 8, 2021; amended at 46 Ill. Reg. _____, effective _____.

SUBPART D: PAYMENT AMOUNTS

Section 113.253 Allowances for Increase in SSI Benefits

- a) A monthly allowance for ~~\$662.90~~~~615.90~~ is authorized for all AABD cases as a "grant adjustment". A grant adjustment is an allowance that ensures that the amount of the SSI increase from July 1977 and later will be available to clients.
- b) EXCEPTIONS: For clients whose assistance payments include an allowance for Sheltered Care or Care Not Subject to Licensing a "grant adjustment" of \$10 is authorized. Individuals residing in long term group care facilities do not receive any "grant adjustment".

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 113.260 Sheltered Care, Personal Care, or Nursing Care Rates

Group A Counties	Needs Assessment	Group B Counties
\$1341 1294	0-7	\$1356 1309
\$1347 1300	8	\$1363 1316

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\$13541307	9	\$13701323
\$13591312	10	\$13781331
\$13661319	11	\$13851338
\$13711324	12	\$13921345
\$13781331	13	\$14001353
\$13831336	14	\$14061359
\$13901343	15	\$14141367
\$13951348	16	\$14221375
\$14021355	17	\$14281381
\$14071360	18	\$14361389
\$14141367	19	\$14431396
\$14201373	20	\$14501403
\$14261379	21	\$14581411
\$14321385	22	\$14651418
\$14381391	23	\$14721425
\$14441397	24	\$14791432

- a) Group A Counties are counties other than Cook, DuPage, Kane, Lake, and Will.
- b) Group B Counties are Cook, DuPage, Kane, Lake, and Will.
- c) Rate includes shelter factor and approved activity and social rehabilitation programs.

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENT

- 1) Heading of the Part: Supplemental Nutrition Assistance Program (SNAP)
- 2) Code Citation: 89 Ill. Adm. Code 121
- 3) Section Number: 121.63 Proposed Action: Amendment
- 4) Statutory Authority: Implementing Sections 12-4.4 through 12-4.6 and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/12-4.4 through 12-4.6 and 12-13].
- 5) A Complete Description of the Subjects and Issues involved: As a result of the 2021 Standard Medical Deduction Demonstration Project evaluation report, the United States Department of Agriculture, Food and Nutrition Service (FNS) has determined that the Standard Medical Deduction for elderly/disabled SNAP households (excluding Group Homes and Supportive Living Facilities) should be reduced from \$200 to \$185 (or \$165 to \$150 after a \$35 monthly medical threshold) to maintain the cost neutrality for operating the Project. This rulemaking revises the Standard Medical Deduction for elderly/disabled SNAP households (excluding Group Homes and Supportive Living Facilities) from \$200 to \$185 (or from \$165 to \$150 after a \$35 monthly medical threshold). The Standard Medical Deduction for Group Homes and Supportive Living Facilities remains unchanged at \$485.
- 6) Any published studies or reports, along with the sources of underlying data that were used when composing this rulemaking? None
- 7) Will this rulemaking replace an emergency rule currently in effect? Yes
- 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? Yes

<u>Section Numbers:</u>	<u>Proposed Actions:</u>	<u>Illinois Register Citations:</u>
121.64	Amendment	45 Ill. Reg. 2204; February 19, 2021
121.96	Amendment	45 Ill. Reg. 6881; June 11, 2021
121.75	Amendment	45 Ill. Reg. 11777; October 1, 2021

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENT

- 11) Statement of Statewide Policy Objective: This rulemaking does not create or expand a State mandate.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: Interested persons may present their comments concerning these rules within 45 days after the date of this issue of the *Illinois Register*. All requests and comments should be submitted in writing to:

Tracie Drew, Chief
Bureau of Administrative Rules and Procedures
Department of Human Services
100 South Grand Avenue East
Harris Building, 3rd Floor
Springfield, Illinois 62762

217/785-9772
- 13) Initial Regulatory Flexibility Analysis:
 - A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: This rulemaking will not have an adverse impact on small businesses.
- 15) Regulatory agenda on which this rulemaking was summarized: This rulemaking was not summarized on either of the two most recent regulatory agendas.

The full text of the Proposed Amendment is identical to that of the Emergency Amendments for this rulemaking, and begins in this issue of the *Illinois Register* on page 16072:

DEPARTMENT OF INSURANCE

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Misrepresentation and False Warranties
- 2) Code Citation: 50 Ill. Adm. Code 941
- 3)

<u>Section Numbers:</u>	<u>Proposed Actions:</u>
941.10	Amendment
941.20	Amendment
- 4) Statutory Authority: Implementing Sections 154 & 154.6 and authorized by Section 401 of the Illinois Insurance Code [215 ILCS 5].
- 5) A Complete Description of the Subjects and Issues Involved: The rule is being amended to add safeguards within the rule to ensure Illinois drivers maintain appropriate auto coverage. These safeguards would require companies to perform appropriate due diligence prior to binding a policy. Many companies wait until a claim is filed to perform policy reviews to determine if the policy information was misrepresented. This leaves consumers believing they have auto insurance coverage when they do not.
- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None
- 7) Will this proposed rulemaking replace an emergency rule currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this proposed rulemaking contain incorporations by reference? No
- 10) Are there any other proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This rulemaking will not require a local government to establish, expand or modify its activities in such a way as to necessitate additional expenditures from local revenues.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: Persons who wish to comment on this proposed rulemaking may submit written comments no later than 45 days after the publication of this Notice to:

Norman Schroeder
Assistant General Counsel

or

Susan Anders
Rules Coordinator

DEPARTMENT OF INSURANCE

NOTICE OF PROPOSED AMENDMENTS

Illinois Department of Insurance
122 S. Michigan Ave., 19th Fl.
Chicago, IL 60603

Illinois Department of Insurance
320 W. Washington St., 4th Fl.
Springfield, IL 62767

312-805-5131

217-558-0957

- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: The Department determined that the rulemaking will not have an adverse impact on small businesses.
- 15) Regulatory Agenda on which this rulemaking was summarized: This rulemaking was not included on either of the 2 most recent agendas because it was not anticipated within that time period.

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

DEPARTMENT OF INSURANCE

NOTICE OF PROPOSED AMENDMENTS

TITLE 50: INSURANCE
CHAPTER I: DEPARTMENT OF INSURANCE
SUBCHAPTER I: PROVISIONS APPLICABLE TO ALL COMPANIESPART 941
MISREPRESENTATION AND FALSE WARRANTIES

Section

941.10	Applicability
941.20	Misrepresentation

AUTHORITY: Implementing Section 154 and 154.6 and authorized by Section 401 of the Illinois Insurance Code [215 ILCS 5/154, 154.6 and 401].

SOURCE: Adopted at 41 Ill. Reg. 4496, effective April 14, 2017; amended at 46 Ill. Reg. _____, effective _____.

Section 941.10 Applicability

No misrepresentation or false warranty made by the insured or in the insured's behalf in the negotiation for a policy of insurance, or breach of a condition of the policy, shall defeat or avoid the policy or prevent its attaching unless such misrepresentation, false warranty or condition shall have been stated in the policy or endorsement, or in a rider to or in the written application for the policy. No such misrepresentation or false warranty shall defeat or avoid the policy or result in denial of an insurance claim unless it was made with actual intent to deceive or materially affects either the acceptance of the risk or the hazard assumed by the company. With respect to a policy of insurance as defined in Section 143.13(a), (b) or (c) of the Insurance Code, except life, accident and health, fidelity and surety, and ocean marine policies, a policy or policy renewal shall not be rescinded after the policy has been in effect for one year or one policy term, whichever is less. This Section shall not apply to policies of marine or transportation insurance.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 941.20 Misrepresentation

If the company opts not to obtain readily available information about the named insureds and drivers listed on the application to underwrite the risk prior to issuing the policy, the company shall not defeat, avoid or rescind the policy of insurance or deny an insurance claim based on obtaining the readily available information after a loss has occurred or a claim is filed. "Readily

DEPARTMENT OF INSURANCE

NOTICE OF PROPOSED AMENDMENTS

available information" is defined to be limited to the information that appears on the motor vehicle record (MVR) maintained by the Illinois Secretary of State and LexisNexis Comprehensive Loss Underwriting Exchange (C.L.U.E.) Auto Reports, or any of their corresponding subsequent equivalents. The company shall not defeat, avoid or rescind the policy of insurance or deny an insurance claim after identifying an undisclosed driver in the household unless the undisclosed individual was driving the vehicle at the time of the accident.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Conservation Reserve Enhancement Program (CREP)
- 2) Code Citation: 17 Ill. Adm. Code 1515
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
1515.5	Amendment
1515.10	Amendment
1515.15	New Section
1515.20	Amendment
1515.30	Amendment
1515.40	Repealed
1515.50	Amendment
1515.60	Repealed
1515.70	Amendment
1515.75	New Section
1515.80	Repealed
1515.90	Amendment
1515.Exhibit A	Amendment
1515.Exhibit B	Repealed
- 4) Statutory Authority: Implementing and authorized by the Intergovernmental Cooperation Act [5 ILCS 220], the Soil and Water Conservation Districts Act [70 ILCS 405], the Fish and Aquatic Life Code [515 ILCS 5], the Wildlife Code [520 ILCS 5], and the Civil Administrative Code of Illinois [20 ILCS 805].
- 5) A Complete Description of the Subjects and Issues Involved: This Part is being amended to clearly capture the requirements for the Stateside of CREP, adjust easement options to make them more desirable for landowners, and add the option for landowners with non-permanent easements the option to extend their easement at the end of the easement term.
- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None
- 7) Will this proposed rulemaking replace an emergency rule currently in effect? No
- 8) Does this rulemaking contain an automatic repeal date? No
- 9) Does this proposed rulemaking contain incorporations by reference? No

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

- 10) Are there any other proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: This rulemaking does not affect units of local government.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking:
- Nicole Thomas, Legal Counsel
Department of Natural Resources
One Natural Resources
Springfield, IL 62702
- 217/782-1809
- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
- B) Reporting, bookkeeping or other procedures required for compliance: None
- C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: None
- 15) Regulatory Agenda on which this rulemaking was summarized: January 2021

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

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

TITLE 17: CONSERVATION
 CHAPTER I: DEPARTMENT OF NATURAL RESOURCES
 SUBCHAPTER d: FORESTRY

PART 1515
 CONSERVATION RESERVE ENHANCEMENT PROGRAM (CREP)

Section

1515.5	Definitions
1515.10	Purpose General Provisions
<u>1515.15</u>	<u>Illinois CREP Grant of Conservation Right and Easement Agreement</u>
1515.20	Acreage Eligibility Requirements
1515.30	Enrollment Process
1515.40	Exceptions to Enrollment Process <u>(Repealed)</u>
1515.50	Payments
1515.60	<u>Violation (Repealed)</u>
1515.70	Illinois Conservation Management Plans Compliance and Easement Stewardship
<u>1515.75</u>	<u>Monitoring Access, Landowner Information Requests, and Signage</u>
1515.80	Modifications to Grant of Conservation Right and Easement <u>(Repealed)</u>
1515.90	<u>Violations</u> Transfer of a Grant of Conservation Right and Easement
1515.EXHIBIT A	Map of Eligible Area in Illinois and Kaskaskia River Watersheds
1515.EXHIBIT B	List of CREP Eligible Illinois Soil and Water Conservation Districts <u>(Repealed)</u>

AUTHORITY: Implementing and authorized by the Intergovernmental Cooperation Act [5 ILCS 220], the Soil and Water Conservation Districts Act [70 ILCS 405], the Fish and Aquatic Life Code [515 ILCS 5], the Wildlife Code [520 ILCS 5], and the Civil Administrative Code of Illinois [20 ILCS 805].

SOURCE: Emergency rule adopted at 22 Ill. Reg. 18116, effective September 22, 1998, for a maximum of 150 days; emergency expired on February 19, 1999; adopted at 23 Ill. Reg. 3396, effective March 8, 1999; emergency amendment at 25 Ill. Reg. 7329, effective May 22, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 13600, effective October 9, 2001; amended at 27 Ill. Reg. 12677, effective July 21, 2003; amended at 29 Ill. Reg. 20507, effective December 2, 2005; amended at 35 Ill. Reg. 1636, effective January 14, 2011; amended at 40 Ill. Reg. 5654, effective March 16, 2016; amended at 46 Ill. Reg. _____, effective _____.

Section 1515.5 Definitions

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"100-year Floodplain" means an area adjacent to a body of water that has a 1% chance of being flooded in a given year, as identified by the Federal Emergency Management Agency on the flood insurance rate map as a special flood hazard area.

"Additional Acres" means acres enrolled in an Illinois CREP Grant of Conservation Right and Easement that were not enrolled in the original Federal CREP contract that further the purposes of Federal CREP and the goals of Illinois CREP to improve water quality and fish and wildlife habitat, and create or expand a corridor for the protection of fish and wildlife.

~~"CRP Soil Rental Rates" means the price values that are associated with each soil type and that are used to calculate payments to CRP contract holders.~~

~~"Commodity Credit Corporation" or "CCC" means the federal government-owned and-operated entity that was created to stabilize, support and protect farm income and prices under the federal Food and Security Act of 1985, as amended (16 USC 3830 et seq.) and its regulations.~~

~~"Conservation Plan" means a detailed prescription for managing and/or restoring land for ecological benefit.~~

~~"Conservation Practices" or "CP" means commonly used conservation methods developed and described by the USDA-NRCS in its National Handbook of Conservation Practices. Individual states can adopt the CP, with or without modifications as needed for state variations in soils, climate and topography. The CP are designed to improve natural resources with respect to soil, water, air, plants and animals plus humans (SWAPA+H) and include:~~

~~CP9 (Shallow Water Areas for Wildlife) —intended to develop or restore shallow water areas, to an average depth of 6 to 18 inches, for wildlife;~~

~~CP11 (Vegetative Cover — Trees Already Established) —used to identify land established to trees that is under CRP contract at the time the acreage is offered for enrollment in CRP and the producer elects to reoffer the acreage to be devoted to trees;~~

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~~CP12 (Wildlife Food Plot)—intended to establish annual or perennial wildlife food plots that will enhance wildlife or wildlife habitat;~~

~~CP2 (Establishment of Permanent Native Grasses)—intended to establish a vegetative cover of native grasses on eligible cropland that will enhance environmental benefits;~~

~~CP21 (Filter Strip)—intended to remove nutrients, sediment, organic matter, pesticides and other pollutants from surface runoff and subsurface flow by deposition, absorption, plant uptake, denitrification and other processes, and thereby reduce pollution and protect surface water and subsurface water quality while enhancing the ecosystem of the water body;~~

~~CP22 (Riparian Buffer)—intended to:~~

~~remove nutrients, sediment, organic matter, pesticides and other pollutants from surface runoff and subsurface flow by deposition, absorption, plant uptake, denitrification and other processes, and thereby reduce pollution and protect surface water and subsurface water quality while enhancing the ecosystem of the water body;
and~~

~~create shade to lower water temperature to improve habitat for aquatic organisms and to provide a source of detritus and large woody debris for aquatic organisms and habitat for wildlife.~~

~~CP23 (Wetland Restoration)—intended to restore the functions and values of wetland ecosystems that have been devoted to agriculture use. The level of restoration of the wetland ecosystem shall be determined by the producer in consultation with NRCS or a qualified Technical Service Provider;~~

~~CP25 (Rare and Declining Habitat)—intended to restore the functions and values of critically endangered, endangered and threatened habitats. The extent of the restoration is determined by the specifications developed at the state level;~~

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~~CP3 (Tree Planting)—intended to establish a stand of trees in a timber planting that will enhance environmental benefits;~~

~~CP39 (Constructed Wetland)—intended to improve water quality by increasing nutrient and sediment trapping efficiencies as well as increase wildlife habitat in row-cropped agricultural drained land;~~

~~CP3A (Hardwood Tree Planting)—intended to establish a stand of predominantly hardwood trees in a timber planting that will enhance environmental benefits;~~

~~CP4D (Permanent Wildlife Habitat, Noneasement)—intended to establish a permanent wildlife habitat cover to enhance environmental benefits for the wildlife habitat of the designated or surrounding areas.~~

~~"Conservation Reserve Enhancement Program" or "CREP" means the State of Illinois land conservation program administered by the Department of Natural Resources to enhance:~~

~~water quality by reduction of sediment and nutrients; and~~

~~wildlife habitats for rare and declining species as well as for State and federally listed threatened and endangered species in the Illinois River and Kaskaskia River watersheds, as identified in Exhibit A.~~

~~"Conservation Reserve Program" or "CRP" means the federal land conservation program administered by the USDA Farm Service Agency. In exchange for a yearly rental payment, farmers enrolled in the federal CRP agree to remove environmentally sensitive land from agricultural production and plant species that will improve environmental health and quality.~~

~~"Continuous CRP Signup" means a subset of federal CRP that allows landowners to enroll land into conservation practices year-round. Conservation practices eligible for continuous signup may have limits on size or width and may be linear in shape (e.g., along field edges or bodies of water).~~

~~"Cost-Share Payments" means payments made to CRP/CREP participants to pay for a set percentage of the cost of conservation practice installation.~~

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"Department" or "IDNR" means the Illinois Department of Natural Resources.

"Erodibility Index" or "EI" means the technical value calculated by dividing all potential erosion sources by the maximum average soil loss (in tons) that will still allow the current level of crop production in the future. This index is used to determine highly erodible land.

"Federal CREP" means FSA's Conservation Reserve Enhancement Program (a subprogram of Federal CRP), a land conservation program.

"Federal CRP" means FSA's Conservation Reserve Program, a land conservation program.

"Farm Service Agency" or "FSA" means the United States Department of Agriculture, Farm Service Agency division of USDA that administers many farm commodity, crop insurance, credit, environmental, conservation and emergency assistance programs for farmers and ranchers.

"Farmed Wetlands" means the wetland areas that were partially drained or altered to improve crop production prior to the enactment of the Food and Security Act of 1985 (1985 Farm Bill), effective December 23, 1985. Farmed wetlands may be farmed in a manner consistent with farming practices prior to the effective date of the 1985 Farm Bill, and the drainage may be maintained to the same wetland conditions that were in place before December 23, 1985.

"General CRP Signup" means a subset of the federal CRP with a specific timeframe designated by USDA that may include the full spectrum of conservation practices that are typically eligible during general signups and allowing for large CRP enrollment acreages.

"Illinois CREP Grant of Conservation Right and Easement Agreement" means a legally binding written agreement document that specifies the conservation rights and the easement rights granted to IDNR or the applicable SWCD from the Landowner to enroll acreage into Illinois CREP that a landowner has relinquished or retains by the granting of a conservation right and easement.

"Highly Erodible Land" or "HEL" means land or riparian areas within the 100 year floodplain that is susceptible to erosion as determined by USDA-NRCS and has an EI of at least 8.

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"IDNR" means the Illinois Department of Natural Resources.

"Illinois Conservation Management Plan" means the document developed by IDNR and the Landowner that documents current conditions and sets forth conservation management strategies and actions on enrolled Illinois CREP Acreage.

"Illinois CREP" means the Conservation Reserve Enhancement Program, a State of Illinois land conservation program administered by IDNR.

"Illinois CREP Acreage" means the cumulative acres encumbered by an Illinois CREP Grant of Conservation Right and Easement.

"Illinois River Watershed" means the geographic area along the Illinois River (see Exhibit A).

"Kaskaskia River Watershed" means the geographic area along the Kaskaskia River (see Exhibit A).

"Landowner" means the applicant or grantor enrolling land in Illinois CREP. The Landowner can be a person, trust, corporation, or any other legal entity that has authority to encumber land eligible for Illinois CREP.

"Illinois Wildlife Action Plan" means a comprehensive plan that describes the particular needs of wildlife that are declining in Illinois so that populations can be stabilized and increased and that outlines specific geographic areas where efforts can be focused to achieve the greatest benefit.

"Maximum CRP Rental Rates" means the overall rental payment per acre that is calculated using the three predominant soil types that make up an area to be enrolled in CRP. A weighted average of the individual rates associated with each soil type determines the overall rental payment per acre.

"National CRP Directives" means the federal amendments to the FSA Handbook (2-CRP; revision 5), available on the FSA website (www.fsa.usda.gov/il) and the IDNR website (www.dnr.state.il.us).

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~~"Natural Resources Conservation Service" or "NRCS" means the division of USDA that serves as the primary federal agency working with private landowners to assist with conserving, maintaining and improving their natural resources.~~

~~"Non-cropped Acres" means acreage where an approved agricultural commodity is not produced, but that may be eligible to be included as additional acres in a permanent CREP easement when enrolled in conjunction with other cropland acres.~~

~~"Practice Incentive Payment" or "PIP" means a one-time payment made to CRP participants when the first conservation practice is installed on land enrolled in CRP.~~

~~"Prior Converted Wetlands" means wetland areas that were fully altered or improved for agriculture before the enactment of the 1985 Farm Bill (effective December 23, 1985) and have no restrictions on either drainage maintenance or additional drainage on these areas.~~

~~"Riparian Areas" or "Riparian Buffer Areas" means land along a river or stream.~~

~~"Signup Incentive Payment" or "SIP" means a one-time payment made to federal CRP participants when they sign up for the federal CRP program.~~

~~"Soil and Water Conservation District" or "SWCD" means a Soil and Water Conservation District, a county-based the local county government entity in Illinois that provides technical assistance and tools to manage and protect land and water resources in its respective county or counties and that works cooperatively with IDNR to manage the State CREP. (See list of participating SWCDs on the IDNR CREP website in Exhibit B.)~~

~~"Technical Review Team" means the Illinois CREP advisory team, comprised of staff from divisions of IDNR.~~

~~"Technical Service Provider" or "TSP" means an individual certified to provide technical assistance on behalf of USDA for purposes of conservation planning and design, layout, installation and checkout of approved conservation practices.~~

~~"U.S. Department of Agriculture" or "USDA" means the federal government entity that is authorized to promote public policy regarding agriculture, natural~~

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~~resources and conservation of the nation's natural resources through restored forests, improved watersheds and healthy private working lands and to promote cooperative efforts between state and local government entities and the private sector.~~

~~"USDA Form AD-245" means the document issued by USDA-FSA that is reviewed and signed by the landowner, represents the landowner's official request for cost share through CRP, and details the amounts to be paid to the landowner.~~

~~"USDA Form AD-862" means the document issued by USDA-FSA that is completed by a designated and qualified official to evaluate the condition and success of conservation practices associated with a CRP contract.~~

~~"Watershed" means an area of land where surface water from precipitation converges at a lower elevation and where the water joins another waterbody, such as a river, lake or wetland.~~

~~"Wetlands Farmed under Natural Conditions" means an area that meets wetland criteria, but has not been drained or otherwise altered to eliminate normal wetland function.~~

~~"Wetlands" means land that:~~

~~has a predominance of hydric soils that were formed under conditions of saturation, flooding, ponding long enough during a growing season to develop anaerobic conditions in the upper part of the soils;~~

~~is inundated or saturated by surface or groundwater at a frequency and duration sufficient to support a prevalence of hydrophytic vegetation typically adapted for life in saturated solid conditions; and~~

~~supports a prevalence of such vegetation under normal conditions. (See USDA-NRCS Wetland Reserve Program Manual—Section 514.70, Definitions "SS".)~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1515.10 PurposeGeneral Provisions

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~~Illinois CREP The Conservation Reserve Enhancement Program is a land conservation program that provides compensation to Landowners voluntary State incentive program designed to improve address water quality and enhance fish and wildlife habitat on private lands in concerns within the Illinois River Watershed and Kaskaskia River Watershed in Illinois Watersheds (see Exhibit A). Illinois CREP provides Landowners that currently have or have had acreage enrolled in federal CREP contracts prior to May 26, 2021 or are currently enrolled in an Illinois CREP Grant of Conservation Right and Easement Agreement the opportunity to enroll that acreage for additional time (15 years or permanent) in Illinois CREP Grant of Conservation Right and Easement Agreement. Additionally, Illinois CREP provides Landowners that enroll acreage into the federal CREP contract after May 26, 2021 the opportunity to fulfill the federal mandate to enroll that same acreage into an Illinois CREP Grant of Conservation Right and Easement Agreement (either 15 years or permanent). Upon an Illinois CREP Grant of Conservation Right and Easement Agreement becoming effective, acreage becomes Illinois CREP Acreage and shall be operated and maintained in accordance with an Illinois Conservation Management Plan during the term of the Illinois CREP Grant of Conservation Right and Easement Agreement. As described in the Agreement between USDA Commodity Credit Corporation and State of Illinois (effective October 25, 2010), the Illinois CREP is a state partner with the federal Conservation Reserve Program. The Illinois CREP is designed to provide additional incentives and opportunities for landowners to restore, enhance and protect environmentally sensitive lands within both watersheds. Eligible lands may be retired and protected for 15 or 35 years or in perpetuity. The Illinois CREP is will be managed locally by the local SWCDs, with support from local non-governmental organizations (NGOs), and in cooperation with IDNR.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1515.15 Grant of Conservation Right and Easement Agreement

- a) In order to participate in Illinois CREP, Landowners must enroll the entirety of acreage enrolled in a current Federal CREP contract and execute an Illinois CREP Grant of Conservation Right and Easement Agreement. Each Illinois CREP Grant of Conservation Right and Easement Agreement shall address the following issues:
- 1) The rights granted to IDNR or SWCD by the Landowner;
 - 2) The rights reserved by the Landowner;
 - 3) A legal description of the acreage to be enrolled into Illinois CREP;

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- 4) The amount to be paid for the Illinois CREP Grant of Conservation Right and Easement Agreement;
 - 5) An Illinois Conservation Management Plan for the enrolled acreage; and
 - 6) Any other additional terms and conditions agreed upon by the Landowner and IDNR.
- b) Landowners have the option to enter into a permanent Illinois CREP Grant of Conservation Right and Easement Agreement or a 15-year Illinois CREP Grant of Conservation Right and Easement Agreement. Landowners with existing 15-year or 35-year Illinois CREP Grant of Conservation Right and Easement Agreement can enroll in new Illinois CREP Grant of Conservation Right and Easement Agreement or convert to a permanent Illinois CREP Grant of Conservation Right and Easement Agreement.
- c) Illinois CREP Grant of Conservation Right and Easement Agreement become effective depending on the acreage covered:
- 1) For acres subject to a current Federal CREP contract, an Illinois CREP Grant of Conservation Right and Easement Agreement becomes effective upon the expiration or termination of the Federal CREP contract. However, the Illinois CREP Grant of Conservation Right and Easement Agreement is enforceable by IDNR upon its execution;
 - 2) For acres subject to a current Illinois CREP Grant of Conservation Right and Easement Agreement, a future Illinois CREP Grant of Conservation Right and Easement Agreement becomes effective upon the expiration of the current Illinois CREP Grant of Conservation Right and Easement Agreement; and
 - 3) For Additional Acres, an Illinois CREP Grant of Conservation Right and Easement Agreement becomes effective upon the execution of that Illinois CREP Grant of Conservation Right and Easement Agreement.
- d) Illinois CREP Grant of Conservation Right and Easement Agreement will not be modified except for instances of public benefit, including, but not limited to, improvements in transportation and public utilities, issues of public safety, or

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when the modification is otherwise in the best interest of the State of Illinois. In cases of modification, IDNR, or the SWCD shall:

- 1) Investigate reasonable alternatives or mitigation to protect the State interests purchased under the Illinois CREP Grant of Conservation Right and Easement Agreement, to the extent practicable; and
- 2) Negotiate with the Landowner and any other appropriate party to modify the Illinois CREP Grant of Conservation Right and Easement Agreement to protect the State interests held under the Illinois CREP Grant of Conservation Right and Easement Agreement, to the extent practicable, if no reasonable alternative is available.

(Source: Added at 46 Ill. Reg. _____, effective _____)

Section 1515.20 Acreage Eligibility Requirements

~~Lands that meet the eligibility criteria for federal CRP contracts, as determined by FSA and Section 1515.40(c), are eligible for enrollment in the State CREP Program.~~

- a) Illinois CREP Acreage must contain the entirety of all acres enrolled in a current Federal CREP contract or a current Illinois CREP Grant of Conservation Right and Easement Agreement to qualify for the program. The acres to be enrolled under CREP must consist of eligible land located within the Illinois and/or Kaskaskia River Watersheds (see Exhibit A). Eligible acres include the following:
 - 1) ~~Flooded and/or wetland riparian areas, which, for this purpose, shall be defined to be cropland or marginal pastureland that is either:~~
 - A) ~~within the 100-year floodplain of the Illinois or Kaskaskia River and its tributary stream systems; or~~
 - B) ~~for wetland restoration purposes only, located within the watersheds and determined by NRCS to be either a "farmed wetland" or "prior converted wetland", as defined in Section 1515.5.~~

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- ~~2) Highly erodible riparian areas, which are croplands that have a weighted average EI of 8 or greater as determined by FSA and are located immediately adjacent to a riparian area within the 100-year floodplain. The eligible adjacent riparian area must be enrolled in CREP or another CRP enrollment opportunity.~~
 - ~~3) Eligible lands may also be adjacent to lands enrolled under subsections (a)(1) and (2), if determined to be infeasible to farm according to National CRP Directives.~~
- b) Additional Acres may be enrolled, at IDNR's discretion, in the Illinois CREP Grant of Conservation Right and Easement Agreement in addition to the land currently enrolled in Federal CREP. For purposes of Illinois CREP, Additional Acres must meet all of the following criteria: CRP conservation practices eligible for CREP enrollments and cost-share assistance are listed in subsections (b)(1) through (4).
- 1) Land must be immediately contiguous to land currently enrolled in Federal CREP. Land physically located immediately across a road, stream, or river from the land enrolled in Federal CREP will be considered contiguous to this land. For lands qualifying as riparian buffers or wetlands:
 - A) ~~CRP Conservation Practice CP 3A (Hardwood Tree Planting)~~
 - B) ~~CRP Conservation Practice CP 4D (Permanent Wildlife Habitat, Noneasement)~~
 - C) ~~CRP Conservation Practice CP 9 (Shallow Water Areas for Wildlife)~~
 - D) ~~CRP Conservation Practice CP 11 (Vegetative Cover—Trees—Already Established)~~
 - E) ~~CRP Conservation Practice CP 12 (Wildlife Food Plot)~~
 - F) ~~CRP Conservation Practice CP 21 (Filter Strip)~~

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- G) ~~CRP Conservation Practice for Cropland and Marginal Pastureland CP 22 (Riparian Buffer)~~
 - H) ~~CRP Conservation Practice CP 23 (Wetland Restoration)~~
 - I) ~~CRP Conservation Practice CP 25 (Rare and Declining Habitat)~~
- 2) Land must be physically located on the same "farm", as defined by FSA at 7 CFR 718.2, as the immediately contiguous land enrolled in Federal CREP. For lands qualifying on the basis of erodibility (lands with an EI \geq 8):
- A) ~~CRP Conservation Practice CP 2 (Establishment of Permanent Native Grasses)~~
 - B) ~~CRP Conservation Practice CP 3 (Tree Planting)~~
 - C) ~~CRP Conservation Practice CP 3A (Hardwood Tree Planting)~~
 - D) ~~CRP Conservation Practice CP 4D (Permanent Wildlife Habitat, Noneasement)~~
 - E) ~~CRP Conservation Practice CP 12 (Wildlife Food Plot)~~
 - F) ~~CRP Conservation Practice CP 25 (Rare and Declining Habitat)~~
- 3) Land must be devoted to a cover that is equivalent to, or exceeds, FSA criteria and standards for one or more eligible Federal CREP conservation practices at the time the Illinois CREP Grant of Conservation Right and Easement Agreement is approved; or devoted to a cover that is equivalent to or exceeds, FSA criteria and standards for one or more eligible Federal CREP conservation practices no later than 12 months after the Illinois CREP Grant of Conservation Right and Easement Agreement is executed. IDNR will not provide any cost-share or other payment to improve, enhance, or otherwise establish a cover on Additional Acres. For lands qualifying on a wetland basis within the 100-year floodplain:
- ~~CRP Conservation Practice CP 39 (Farmable Wetland Program—Constructed Wetland)~~

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- 4) Land, in combination with the land enrolled in Federal CREP, must further the purposes of Federal CREP and the goals of Illinois CREP to improve water quality and fish and wildlife habitat, and create or expand a corridor for the protection of fish and wildlife. Additional practices that enhance or create habitat or desired environment as part of an IDNR approved conservation plan may be eligible for use on the enrolled property. Exception can be made to eligible practices or to standards within a conservation practice if the USDA/IDNR approved conservation plan identifies extenuating circumstances that justify the exception.
- 5) Land containing aquatic acres. The total permanent aquatic acres shall not exceed 10% of any Illinois CREP Acreage. Eligibility of intermittent aquatic acres is not limited for enrollment in an Illinois CREP Grant of Conservation Right and Easement Agreement. Aquatic acres are defined as:
- A) Permanent aquatic acres: perennial streams, rivers, ponds or lakes capable of sustaining fish populations year-round during years receiving normal site precipitation.
- B) Intermittent aquatic acres: non-perennial or ephemeral streams, rivers, ponds or lakes incapable of sustaining fish populations year-round during years receiving normal site precipitation.
- c) Acres currently encumbered by a conservation related easement or property right, other than Federal CREP or Federal CRP contracts or Illinois CREP Illinois CREP Grant of Conservation Right and Easement Agreement, are not eligible for enrollment in Illinois CREP.
- d) IDNR may, at its discretion, extend the environmental and conservation benefits of the Illinois CREP Grant of Conservation Right and Easement Agreement" by enrolling an existing 15-year or 35-year Illinois CREP Grant of Conservation Right and Easement Agreement, with no current violations, in a new Illinois CREP Grant of Conservation Right and Easement Agreement for an additional 15 years or into perpetuity.
- e) Acres are not eligible for Illinois CREP if enrolling that acreage would result in payments of greater than \$500,000 or 5% of available Illinois CREP funds,

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whichever is less, for any given State of Illinois fiscal year to an individual, or consortium of governmental organizations, not-for-profit organizations, or mutually related benefiting organizations associated with a collective enrollment.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1515.30 Enrollment Process

- a) IDNR will determine if enrollment for Illinois CREP is available based on Illinois CREP appropriations and availability of Federal CREP. IDNR will post notice of Illinois CREP availability on the IDNR CREP website.~~An applicant for CREP must be enrolled in CRP or comply with the criteria in Section 1515.40.~~
- b) Landowners enrolling acreage in Illinois CREP~~An applicant for CREP shall initiate the enrollment process through their local~~the appropriate SWCD office (see Exhibit B). If their local~~an SWCD is not participating in Illinois CREP~~decides not to hold the 15-year, 35-year or permanent easements for that county, IDNR will direct the Landowner to an alternative SWCD.~~work with the landowner to complete the enrollment process. The applicant shall complete a CREP enrollment form that specifies the desired option: a 15-year easement, a 35-year easement or a permanent easement.~~
- c) Illinois CREP enrollment shall adhere to the following timing requirements:
 - 1) Landowners enrolling acreage in an Illinois CREP Grant of Conservation Right and Easement Agreement that is subject to a Federal CREP contract enrolled before May 26, 2021 must execute the Illinois CREP Grant of Conservation Right and Easement Agreement prior to the termination date of the Federal CREP contract, unless an extension is granted by IDNR.
 - 2) Landowners enrolling acreage in an Illinois CREP Grant of Conservation Right and Easement Agreement that is subject to a new Federal CREP contract after May 26, 2021 must execute the Illinois CREP Grant of Conservation Right and Easement Agreement within 18 months of execution of the Federal CREP contract, unless an extension is granted by FSA.
 - 3) Landowners enrolling acreage in an Illinois CREP Grant of Conservation Right and Easement Agreement that is subject to an expired Federal CREP

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contract enrolling acreage, but is under an existing 15-year or 35-year Illinois CREP Grant of Conservation Right and Easement Agreement, have the following options:

- A) Landowners may request a subsequent 15-year Illinois CREP Grant of Conservation Right and Easement Agreement within the last 18 months of an existing Illinois CREP Grant of Conservation Right and Easement Agreement.
 - B) Landowners may request the conversion of an existing Illinois CREP Grant of Conservation Right and Easement Agreement to a permanent Illinois CREP Grant of Conservation Right and Easement Agreement at any time.
- d) IDNR or the associated SWCD shall assist the Landowner and conduct the enrollment process. Illinois CREP applicant and shall use IDNR prescribed CREP enrollment forms that are available on the IDNR CREP website online at www.dnr.illinois.gov/CREP-enrollment. A complete Illinois CREP enrollment application shall include the following:
- 1) Signed Illinois CREP enrollment application form~~A CREP application form with the specific easement option;~~
 - 2) ~~Landowner identification information;~~
 - 3) ~~Landowner signature form;~~
 - 4) Current Federal CREP~~Approved FSA CRP Contract (CRP-1) and Federal CREP Worksheet (CRP-2C), if applicable;~~
 - 3) Current Illinois CREP Grant of Conservation Right and Easement Agreement, if applicable;
 - 5) ~~Approved FSA Conservation Reserve Program Worksheet (CRP-2C);~~
 - 4) Property identification information, including aerial photo or satellite imaging depicting the Federal CREP acreage; Illinois federal CRP acres; CREP Acreage; Additional Acres~~additional acres; and site access routes;~~

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- ~~7)~~ ~~IDNR Soil Rental Rate (SRR) calculation form;~~
- ~~58)~~ Deed;
- ~~69)~~ Property tax~~Tax~~ bills;
- ~~74)~~ Letter of commitment for grant of ingress/egress, if applicable;
- ~~84)~~ Power of Attorney, if applicable;
- ~~912)~~ Current Federal Approved NRCS Conservation Plan or — Schedule of Operation or an Illinois Conservation Management Plan; and
- ~~1013)~~ Any additional or clarifying information that may be requested by IDNR.
- d) ~~The SWCD shall submit the CREP enrollment application and the FSA approved CRP contract to IDNR at DNR.CREP@illinois.gov on behalf of the applicant. An enrollment number and receipt date will be assigned to the enrollment application. The enrollment number, approval date or waiting list status information shall be e-mailed to the SWCD office to confirm funding allocation or the appropriation status for the approved enrollment application.~~
- e) ~~The Illinois State CREP enrollment application will be submitted to reviewed by the IDNR CREP Technical Review Team.~~
- 1) The Technical Review Team shall conduct an initial review of the enrollment application to determine if all necessary documents have been submitted by the SWCD. ~~1) If the enrollment application is complete, IDNR will conduct the following review:~~
- A) Determine if all required documents have been submitted; ~~An initial technical review that may result in:~~
- i) ~~approval of the application for further evaluation;~~
- ii) ~~suggested changes in the application; or~~
- iii) ~~nonapproval of the application;~~

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- B) Determine if the proposed Illinois CREP Acreage meets all eligibility requirements of Section 1515.20; and~~A field review for each offered easement site to document field conditions of the property, such as absence of permanent structures, waste dumps and other uses or conditions; and~~
- C) Assign an application receipt date and enrollment number.~~A final technical review of the offered easement with any new information obtained by the field review or other sources; and~~
- 2D) The initial review may result in~~A finding that may:~~
- Ai) Approval of~~approve~~ the enrollment application for further evaluation~~processing to authorize the offered easements, as identified;~~
- Bi) Suggested~~offer~~ changes in~~for~~ the enrollment application; or
- Ciii) Denial of~~deny~~ the enrollment application with the basis or reasoning for the denial~~findings for suggested changes.~~
- 3Z) Upon approval of the enrollment application for further evaluation, the Technical Review Team shall conduct a technical review and negotiate terms of a proposed Illinois CREP Grant of Conservation Right and Easement Agreement to:~~The applicant may withdraw from the process, accept the changes, or propose other options to modify the enrollment application.~~
- A) Document field conditions of the property, such as the presence of permanent structures, waste dumps, and other uses or conditions;
- B) Analyze or review any new information obtained by the field review or other sources;
- C) Prepare a preliminary Illinois Conservation Management Plan of the proposed acreage; and
- D) Negotiate the following terms of the proposed Illinois CREP Grant of Conservation Right and Easement Agreement:

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- i) Specific acres to be enrolled;
 - ii) The Illinois CREP payment rate for the acres to be enrolled (see Section 1515.50);
 - iii) Estimated Illinois CREP Grant of Conservation Right and Easement Agreement payment;
 - iv) Estimated Illinois CREP cost-share payment, if any; and
 - v) Preliminary Illinois Conservation Management Plan.
- 4) Upon completion of the technical review and negotiation of the proposed Illinois CREP Grant of Conservation Right and Easement Agreement, the Technical Review Team may:
- A) Approve the enrollment application for further processing of the proposed Illinois CREP Acreage, as identified; or
 - B) Deny the enrollment application, with the basis and reasoning for the denial.
- f) The Landowner will be provided with a preliminary draft of the proposed Illinois CREP Grant of Conservation Right and Easement Agreement reflecting the negotiated terms. If the CREP enrollment application is approved by IDNR, the applicant shall acknowledge receipt of the IDNR approval in writing. Upon receipt of applicant's written acknowledgement, the proposed easement project will be eligible for CREP funding. If sufficient funding under the CREP appropriation is not available for that fiscal year, the enrollment application will be assigned an enrollment number and date and placed on an enrollment waiting list pending future CREP appropriations.
- 1) The Landowner shall provide written approval of the preliminary draft using the form provided.
 - 2) If the Landowner cancels or withdraws from the Illinois CREP enrollment process after providing written approval of the preliminary draft, but prior to the closing on the Illinois CREP Grant of Conservation Right and

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Easement Agreement, the Landowner shall be required to pay costs incurred by the SWCD and IDNR after the date of approval. These costs include: administrative costs for meetings and field visits; costs associated with completing Illinois CREP documents and executing the Illinois CREP Grant of Conservation Right and Easement Agreement; attorney fees; survey expenses; title work; and other SWCD costs. IDNR will send written notice to the Landowner requesting payment with a summary of the costs incurred from the written approval date through the date of cancellation or withdrawal.

- g) IDNR will confirm the necessary title and land rights for the purchase of the Illinois CREP Grant of Conservation Right and Easement Agreement~~When the CREP enrollment application is accepted for funding, the applicant shall work with the SWCD to execute a 15-year, 35-year or permanent easement document, as approved by IDNR and to record the appropriate documents with the County Recorder in accordance with the prescribed CREP procedures further detailed in the IDNR CREP manual (Part V State CREP Title, Legal, Survey and Closing).~~
- 1) IDNR or SWCD and the Landowner shall address, if necessary, the following property issues including:
 - A) Title commitments and title insurance policies;
 - B) Mortgage subordinations, if applicable;
 - C) Survey of proposed acreage, if IDNR determines a survey is necessary; and
 - D) Any other appropriate property issues.
 - 2) If IDNR determines that any condition of the property or its title is incompatible with the proposed Illinois CREP requirements, IDNR will notify the SWCD and the Landowner and suspend the Illinois CREP enrollment process until the incompatible condition of the property or in the property title is resolved. If the incompatible condition cannot be resolved on a timely basis, IDNR may terminate the enrollment process, with notice to the SWCD and the Landowner.

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- h) ~~Upon IDNR approval of the necessary title and land rights, the SWCD or IDNR and the Landowner will close on the purchase of the Illinois CREP Grant of Conservation Right and Easement Agreement. All executed Illinois CREP Grant of Conservation Right and Easement Agreement shall be recorded with the local County Recorder. If the applicant cancels his/her CREP enrollment or withdraws from the CREP enrollment process after the application has been accepted for funding, but prior to the recording or granting of any conservation easements, IDNR will seek repayment from the applicant of the costs incurred by the SWCD and IDNR during the CREP enrollment process. These costs may include: administrative costs for meetings and field visits, costs associated with completing CREP documents and executing the easement, attorney fees, surveys, title work, cost-share payments, recording fees and other SWCD costs. IDNR will send a written notice to the applicant requesting repayment, with a summary of the enrollment costs incurred from the acceptance date of the enrollment through the date of cancellation or withdrawal.~~
- i) ~~If, at any time during the enrollment process set forth in this Section, IDNR determines that insufficient funds are available to complete the purchase of an Illinois CREP Grant of Conservation Right and Easement Agreement, IDNR or the SWCD will notify the Landowner of this situation and the enrollment process shall be delayed until sufficient funding becomes available. Should an enrollment process be delayed for lack of sufficient funds, the Landowner may elect to wait for sufficient funding or elect to any condition of the property or its title is incompatible with the proposed CREP conservation easement, IDNR will notify the SWCD and applicant, suspending the CREP enrollment process until the incompatible condition in the property title is resolved. If that incompatible condition cannot be resolved on a timely basis, IDNR may terminate the enrollment process at no cost with notice to the Landowner applicant.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1515.40 Exceptions to Enrollment Process (Repealed)

- a) ~~Landowners with acres that are subject to a pre-existing restrictive covenant that gives to the State the rights provided by a CREP 15-year, 35-year or permanent easement, or landowners who are restoring the acres for wetland mitigation from a State or federal action, are ineligible for CREP bonus payments and cost-share payments.~~

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- b) ~~As provided for in the Real Property Conservation Rights Act [765 ILCS 120], any agency of the State, unit of local government, or not for profit corporation or trust whose primary purposes include the conservation of land and natural areas, may hold the CREP 15-year, 35-year or permanent easements for willing CREP landowners. The holding entity must contact IDNR with a signed list of willing landowners, including binding commitments from those landowners. IDNR will assist the entity with the enrollment process. Upon completion of the enrollment process, the entity shall execute the 15-year, 35-year or permanent easements, administer all required easement obligations, and provide annual monitoring summary reports to IDNR by September 30 of each year.~~
- e) ~~Landowners with acres enrolled in federal CRP sign-ups in Illinois CREP eligible areas are eligible to enroll the CRP acres into CREP 15-year, 35-year or permanent easements and additional non-cropped acres into CREP permanent easements if:~~
- ~~1) the landowner is required to enroll and obtain a CREP permanent easement for a federal and/or State watershed project; and/or~~
 - ~~2) the CRP acres and non-cropped acres meet all other Illinois CREP eligibility requirements; and~~
 - ~~3) appropriate IDNR staff has determined the acceptability of the CRP acres and non-cropped acres for a CREP permanent easement.~~

(Source: Repealed at 46 Ill. Reg. _____, effective _____)

Section 1515.50 Payments

~~Illinois CREP payments~~ Payments will be provided to the landowner upon execution of the contract supplement or permanent easement at closing of the CREP enrollment process based upon the following formulas:

- a) Illinois CREP Grant of Conservation Right and Easement Agreement ~~Bonus~~
Payments
- 1) ~~Payment for Permanent Easements A)~~ The payment to a landowner for an initial a voluntary permanent Illinois CREP Grant of Conservation Right and Easement ~~easement~~ will be a one-time lump sum ~~lump sum~~ payment equal to the

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~~total number of acres enrolled, multiplied by the Illinois CREP payment rate (calculated at the time of the preliminary agreement as the weighted average of the individual federal CRP soil rental rates determined by FSA associated with the three predominate soil map units within the Illinois CREP Acreage, on a per acre basis, exclusive of any federal incentive payments), multiplied by 30 years, multiplied by 15% to discount the partial restrictions on the property CRP maximum annual soil rental rate as determined by FSA (based on soil types, exclusive of any federal incentive payments) times 15 years times 30% times number of acres enrolled. A minimum of 20 acres is required for CRP sign-up. If, however, the total eligible acreage held by the landowner is less than 20 acres, all acres are included in the CRP sign-up if the acres have been approved by IDNR on the basis of location and relationship with adjacent enrollments.~~

- B) ~~If the landowner elects a permanent CREP easement option, additional cropped or non-cropped acres adjacent to acres that satisfy Section 1515.20 criteria, or acres in another CRP sign-up may be eligible for payment for a permanent CREP easement. (See Section 1515.20.) The landowner will receive a lump sum payment based on the formula set forth for the CREP State bonus payment (see subsection (c)(1)) for permanent easements, using the soil types on the additional acres. However, the landowner will not receive any CREP cost share payment for any conservation practice previously established on the additional non-cropped acres or other CRP acres. If applicable, the landowner may use another federal and/or State cost share program to implement acceptable conservation practices on additional acres. CPs that enhance or create habitat or desired environment as part of an IDNR approved conservation plan may be eligible for cost share on the enrolled property through IDNR. (See subsection (b).) The eligibility criteria for a permanent easement on additional acres are:~~
- i) ~~the acres are in riparian areas within the 100-year floodplain of the Illinois or Kaskaskia River and their tributary stream systems (see Exhibit A) or the acres have an EI \geq 8 and need to be enrolled to meet the 20-acre minimum for permanent easements, or have been approved by IDNR because their location contributes significantly to addressing watershed and water quality issues;~~

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- ii) ~~the acres are adjacent to cropped acres enrolled in a CREP permanent easement or are adjacent to the stream but on the opposite stream bank (same landowner); and~~
 - iii) ~~the acres are already in acceptable conservation practices based on soil types and wildlife benefits or the landowner is willing to put the acres in an acceptable practice at landowner's expense. If applicable, the landowner may use another federal and/or State cost share program to implement the practices. A site visit by appropriate IDNR field staff may be required to determine the acceptability of the additional acres (non-cropped acres or acres in another CRP sign-up) offered for permanent easement.~~
- 2) ~~Payment for 15-Year Easement The payment to a landowner for an initial a-15-year Illinois CREP Grant of Conservation Right and Easement Agreement easement will be a one-time lump sum payment that will equal to the total number of acres enrolled, multiplied by the Illinois CREP payment rate (calculated at the time of preliminary agreement as the weighted average of the individual Federal CRP soil rental rates determined by FSA associated with the three predominate soil map units within the Illinois CREP Acreage, on a per acre basis, exclusive of any Federal CREP incentive payments), multiplied by 50% of the payment for a voluntary, permanent easement, which is determined as follows: CRP maximum annual soil rental rate, exclusive of any federal incentive payments, times 15 years, multiplied by 25% to discount the partial restrictions on the property times 30%, times number of acres enrolled.~~
- 3) ~~Payment for 35-Year Easement~~
~~The payment to a landowner for a 35-year easement will be a lump sum payment that will equal 75% of the payment for a voluntary, permanent easement, which is determined as follows: CRP maximum annual soil rental rate, exclusive of any federal incentive payments, times 15 years, times 30%, times number of acres enrolled.~~
- 3) ~~The payment for a conversion of For those landowners who amend an existing Illinois CREP Grant of Conservation Right and Easement Agreement conservation easement from a 15-year easement or a 35-year~~

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easement to a permanent Illinois CREP Grant of Conservation Right and Easement Agreement will be a one-time payment equal to the total number of acres enrolled, multiplied by the Illinois CREP payment rate (calculated at the time of the preliminary agreement as the weighted average of the individual Federal CRP soil rental rates as determined by FSA associated with the three predominate soil map units within the Illinois CREP Acreage, on a per acre basis, exclusive of any federal CREP incentive payments), multiplied by 30 years, multiplied by 15% to discount the partial restrictions on the property, the total of which is reduced by the amount equal to the original Illinois CREP Grant of Conservation Right and Easement Agreement payment. ~~easement, the payment to the landowner will be as follows:~~

- A) ~~Payment for 15-year Easement Amended to a Permanent Easement~~
The payment to a landowner for a 15-year easement amended to a permanent easement will be the formulas found in subsections (a)(1)(A) and (B) minus the lump sum payment that will equal 50% of the payment for a voluntary, permanent easement (current CRP maximum annual soil rental rate, exclusive of any federal incentive payments, times 15 years, times 30%, times number of acres enrolled in the initial 15-year easement).
- B) ~~Payment for a 35-year Easement Amended to a Permanent Easement~~
The payment to a landowner for a 35-year easement amended to a permanent easement will be the formulas found in subsections (a)(1)(A) and (B) minus the lump sum payment that will equal 75% of the payment for a voluntary, permanent easement (current CRP maximum annual soil rental rate, exclusive of any federal incentive payments, times 15 years, times 30%, times number of acres enrolled in the initial 35-year easement).
- 4) The payment for a subsequent 15-year Illinois CREP Grant of Conservation Right and Easement Agreement within the last 18 months of an existing Illinois CREP Grant of Conservation Right and Easement Agreement will be a one-time payment equal to the total number of acres enrolled, multiplied by the Illinois CREP payment rate (calculated at the time of preliminary agreement as the weighted average of the individual Federal CRP soil rental rates, as determined by FSA) associated with the

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three predominate soil map units within the Illinois CREP Acreage, on a per acre basis, exclusive of any Federal CREP incentive payments), multiplied by 15 years, multiplied by 25% to discount the partial restrictions on the property.

- 5) ~~For those landowners who amend their existing CREP conservation easement from a 15-year easement to a 35-year easement, the payment to the landowner will be the formulas found in subsection (a)(3) minus the lump sum payment that will equal 50% of the payment for the voluntary, permanent easement (current CRP maximum annual soil rental rate, exclusive of any federal incentive payments, times 15 years, times 30%, times number of acres enrolled in the initial 15-year easement.~~

b) Illinois CREP Landowner Cost-Share Payments

~~Landowners who enter the State CREP will also receive cost-share payments for the installation of CREP approved CPs based on the following formulas:~~

- 1) ~~Landowners who enroll in a new Illinois CREP Grant of Conservation Right and Easement Agreement may enter into a voluntary CREP permanent easement will receive cost-share payments if their current Federal CREP contract provides a federal cost share payment for the installation or maintenance of Federal CRP conservation practices reimbursement at a 50% cost share rate from the State based upon FSA guidelines for the installation of CREP approved CPs. The amount of reimbursement to a landowner from all sources may not exceed 100% of the cost share rate of the practice established by FSA.~~
- 2) ~~The Illinois CREP cost-share payment will equal the cost-share payments provided by FSA to the Landowner for the establishment of Federal CRP conservation practices on Federal CREP Acreages. Landowners who enter into a 15-year or 35-year easement on acres defined as riparian areas, farmed wetlands, prior converted wetlands, wetlands farmed under natural conditions, or acres enrolled on the basis of erodibility ($EI \geq 8$), will receive reimbursement at a 40% cost share rate from the State based upon FSA guidelines for the installation of CREP approved CPs. The amount of reimbursement to a landowner from all sources may not exceed 100% of the cost share rate of the CP established by FSA.~~
- 3) ~~Landowners enrolling acres that meet all eligibility requirements in~~

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~~Section 1515.40(c) are not eligible for State CREP cost share payment for any conservation practice previously established on these acres. CPs that enhance or create habitat or desired environment as part of an IDNR approved CREP conservation plan may be eligible for cost share on the enrolled property. If applicable, the landowner may use another federal and/or State cost share program to implement acceptable CPs on these acres.~~

- 4) ~~Landowners who have a recorded permanent CREP conservation easement and approved conservation plan may be eligible to receive financial and technical assistance for long term improvements of conservation practices to enhance or restore declining habitats to benefit wildlife species in greatest need of conservation, as defined in the IDNR 2005 Illinois Wildlife Action Plan (<http://www.dnr.illinois.gov/conservation/IWAP/documents/WildlifeActionPlan.pdf>), with the overall goal of improving water quality within the CREP watersheds. For CPs that enhance or create habitat or desired environment as part of an IDNR approved conservation plan, reimbursement shall not exceed 100% of any payments for the approved practice.~~

c) Mechanics of Payment

- 1) ~~The~~For executed 15 year, 35 year and permanent easements, the SWCD shall submit~~complete an invoice voucher and submit to IDNR indicating the Illinois CREP Grant of Conservation Right and Easement Agreement payment amount for the Landowner. Upon approval of the invoice, IDNR will submit a payment to the SWCD. The Illinois CREP Grant of Conservation Right and Easement Agreement payment will be distributed to the Landowner by the SWCD at closing~~a request for a lump sum bonus payment to the landowner.
- 2) ~~The SWCD will submit an invoice voucher to IDNR for the Illinois CREP landowner's cost-share payments~~payment with completed USDA forms AD-862 and completed USDA form AD-245. The Illinois CREP cost-share invoice must include copies of the associated FSA cost-share forms (FSA Cost-Share Agreement (FSA-848A) and FSA Cost-Share Performance Certification and Payment (FSA-848B)). Upon approval of the invoice, IDNR will submit a payment to the SWCD. Illinois CREP cost-share payments will be distributed to the Landowner by the SWCD.

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- 3) ~~No individual, or consortium of governmental organizations, not for profit organizations, or mutually related benefiting organizations associated with a collective enrollment, shall receive payments greater than \$500,000 or 5%, whichever is less, of available CREP State funds for any given State fiscal year.~~
- 4) ~~Total available funds for conservation practices that enhance or create habitat or desired environment as part of an IDNR approved conservation plan shall not exceed \$500,000 or 5%, whichever is less, of available CREP State funds for any given State fiscal year.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1515.60 Violation (Repealed)

- a) ~~Landowners who have been determined to violate the terms of their 15-year, 35-year or permanent easement shall:~~
 - 1) ~~restore the conservation practices in full, according to the terms of the 15-year, 35-year or permanent easement, at their own expense within a reasonable time frame agreed to by IDNR, the SWCD and the landowner;~~
~~or~~
 - 2) ~~refund to IDNR the total of all money from the State lump sum payment, the State cost share payment, the amount paid to the SWCD by IDNR for administrative costs to enroll the land and hold the easement;~~
 - 3) ~~refund attorney fees paid by the SWCD;~~
 - 4) ~~pay survey costs, title work, cost share payments and recording fees; and~~
 - 5) ~~pay a 15% per annum penalty fee (15% of the total of all State payments made to the county SWCD for the easement times the number of years the easement has been in effect).~~
- b) ~~Except upon a recommendation for enforcement by IDNR that seeks a revocation of a conservation right and easement, any payment for violation or refund payment by the landowner shall not be construed as a buy out of a conservation~~

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~~easement by either IDNR or the SWCD, and shall not release the landowner or the grantor from the terms of the Grant of Conservation Right and Easement.~~

- e) ~~Any payment for violation or refund that is collected from a landowner who has been determined to violate the terms of the Grant of Conservation Right and Easement may be deposited into the Illinois Habitat Fund (see 520 ILCS 25).~~

(Source: Repealed at 46 Ill. Reg. _____, effective _____)

**Section 1515.70 Illinois Conservation Management Plans ~~Compliance and Easement~~
Stewardship**

- a) Illinois CREP Acreage shall be operated and maintained by Landowners pursuant to an Illinois Conservation Management Plan for the duration of the Illinois CREP Grant of Conservation Right and Easement Agreement.
- b) Illinois Conservation Management Plans are to be negotiated between IDNR and the Landowner during the Illinois CREP enrollment process. Illinois Conservation Management Plans are an enforceable component of the Illinois CREP Grant of Conservation Right and Easement Agreement.
- c) Illinois Conservation Management Plans shall be designed to further the following Illinois CREP programmatic goals, listed in order of priority:
- 1) Protect and enhance water quality;
 - 2) Protect and enhance general wildlife habitat;
 - 3) Protect and enhance general aquatic habitat;
 - 4) Protect threatened and endangered species; and
 - 5) Promote outdoor recreation.
- d) Illinois Conservation Management Plans document current Illinois CREP Acreage conditions and set forth conservation management strategies and actions. Plans will specifically address the following on enrolled acres:

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- 1) Documentation of the status of the enrolled acres related to each of the programmatic goals set forth in subsection (c);
 - 2) Required and recommended conservation management strategies and actions for Landowner implementation to meet the goals set forth in subsection (c);
 - 3) Required and recommended direction on Landowner usage, development, and construction activities;
 - 4) Required and recommended actions on roads or trails;
 - 5) Required installation of Illinois CREP signage, if applicable;
 - 6) Voluntary inclusion of scientific research, if applicable; and
 - 7) Any other issues appropriate to the enrolled acres.
- e) Illinois Conservation Management Plans may only be modified by written agreement of IDNR or an SWCD and the Landowner. Landowners must request modifications to their Plan in writing to IDNR or the SWCD. IDNR and the SWCD shall only approve requested modifications that:
- 1) Protect the Illinois CREP programmatic goals set forth in subsection (c); and
 - 2) Apply to acreage that is not in violation of the Illinois CREP Grant of Conservation Right and Easement Agreement, unless the modification is part of an agreement to correct the violation.
- a) ~~The landowner shall allow access to IDNR and the SWCD for monitoring site visits and to take site photographs at least once every three years for each CREP conservation easement held by the SWCD.~~
- b) ~~Monitoring reports and site photographs shall be submitted to IDNR on a triennial basis. The landowner may request a copy of the monitoring reports. The reports may include the CREP Easement Monitoring Inspection Report, the CREP monitoring checklist, and the conservation plan, including any site operation~~

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~~schedules, with a baseline data report and other data related to the condition observed at the CREP conservation easement property.~~

- e) ~~The landowner shall allow access to the site for an annual verification of ownership by IDNR and/or the SWCD.~~
- d) ~~The landowner shall meet with the SWCD or IDNR, as requested, to discuss any provision of the Grant of Conservation Right and Easement in order to resolve all issues of noncompliance and violations.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1515.75 Monitoring Access, Landowner Information Requests, and Signage

- a) The Landowner shall allow access to IDNR and SWCD for compliance monitoring and violation enforcement site visits and to take site photographs for each Illinois Grant of Conservation Right and Easement Agreement.
- b) IDNR will provide copies of monitoring records, Illinois Conservation Management Plans, and Illinois CREP Grant of Conservation Right and Easement Agreement upon request.
- c) The Landowner shall meet with the SWCD or IDNR, as requested, to discuss any provision of the Illinois CREP Grant of Conservation Right and Easement Agreement in order to resolve all issues of noncompliance and violations.
- d) Landowners shall install and maintain Illinois CREP signage, if signage is provided by IDNR. Signage will be located as described in the signage terms of the Illinois Conservation Management Plan.

(Source: Added at 46 Ill. Reg. _____, effective _____)

Section 1515.80 Modifications to Grant of Conservation Right and Easement (Repealed)

- a) ~~Storage Buildings~~
 - 1) ~~Landowners may apply for approval from IDNR to amend the Restrictions and Covenants of their CREP Grant of Conservation Right and Easement and to build a storage building to aid solely in the implementation of~~

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~~approved conservation practices as described in the conservation plan or in an IDNR approved management plan of the easement. A storage building may be permitted on properties encumbered by a CREP easement if the landowner can demonstrate hardship in implementing the approved conservation practices as follows:~~

- ~~A) the landowner does not own any adjacent property or properties in close proximity that could serve as an adequate site for equipment storage; and~~
 - ~~B) other facts supporting the petition of hardship.~~
- 2) ~~If IDNR determines that the landowner has successfully demonstrated hardship, as provided in subsection (a)(1), the landowner shall agree that:~~
- ~~A) the storage building will not allow for or accommodate human habitation;~~
 - ~~B) any stored equipment will be used only for on-site maintenance of the CREP easement property;~~
 - ~~C) the storage building will not be used for bulk storage of flammable or ignitable materials in commercial tanks or containers; and~~
 - ~~D) the storage building will not be used for any agriculture, livestock, infrastructure, hunting or residential purposes.~~
- 3) ~~Any storage building permitted and constructed on the CREP easement property shall conform to, or be modified in accordance with, the storage building specifications proposed by the landowner and approved by DNR.~~
- 4) ~~The storage building shall be made available for inspection by the SWCD and/or IDNR. If the building is utilized for any purpose other than equipment storage intended for on-site maintenance, IDNR may initiate enforcement proceedings against the landowner for eviction and/or removal of the storage building at the landowner's expense. (See Section 1515.70.)~~
- b) ~~Public Benefit~~

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- 1) ~~IDNR and/or the SWCD may subordinate the Grant of Conservation Right and Easement and provide a partial release or full release of portions of the CREP easement land for public benefit purposes such as improvements in transportation or public utilities, or mitigation of eminent public danger.~~
- 2) ~~IDNR may work with the SWCD and the landowner to negotiate reasonable alternatives to the terms of the Grant of Conservation Right and Easement. If no reasonable alternative can be identified, IDNR will work with the SWCD and the landowner to facilitate a release and to recoup transaction costs and current market value of the area of the CREP easement released or subordinated for the public works project.~~

(Source: Repealed at 46 Ill. Reg. _____, effective _____)

Section 1515.90 Violations~~Transfer of a Grant of Conservation Right and Easement~~

- a) Landowners are solely responsible and liable for complying with the terms of the Grant of Conservation Right and Easement Agreements.
- b) Upon determination of a violation of an Illinois CREP Grant of Conservation Right and Easement Agreement, IDNR or the SWCD shall proceed as follows:
 - 1) If it is determined that there is a reasonable probability that the violation will be corrected by agreement with the Landowner, a notice of violation shall be provided to the Landowner and shall include:
 - A) Information identifying the violation and the location of the acreage;
 - B) Citation to the term of the Illinois CREP Grant of Conservation Right and Easement Agreement violated;
 - C) Required corrective action to cure the violation; and
 - D) Time period for the required corrective action.
 - 2) If it is determined that there is not a reasonable probability that the

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violation will be corrected by agreement with the Landowner, that the violation was intentional, or that the violation will cause significant damage to the acreage, the violation will be directly referred for enforcement as set forth in subsection (f).

- c) IDNR or the SWCD may negotiate terms for correcting a violation. If the parties agree to terms different than the original notice of violation, an amended notice of violation will be issued to the Landowner.
- d) IDNR or the SWCD may cause a notice of violation to be recorded with the County Recorder's Office in the county where the Illinois CREP Acreage is located. If a notice of violation is recorded, IDNR or the SWCD will likewise record any amended notice of violation.
- e) If the Landowner satisfactorily corrects a violation, IDNR or the SWCD shall issue a notice of corrected violation to the Landowner. IDNR or the SWCD will also record the notice of corrected violation, if a notice of violation was filed pursuant to subsection (d).
- f) If the Landowner fails to satisfactorily correct a violation, IDNR or the SWCD shall refer the violation to the Illinois Attorney General, or other appropriate entity, for judicial enforcement. Judicial enforcement of an Illinois CREP Grant of Conservation Right and Easement Agreement shall result in the following:
 - 1) Correction of the violation;
 - 2) Payment of all costs associated with the enforcement action; and
 - 3) Payment of a civil penalty based on the culpability of the Landowner and the significance of the damage to the acreage, not to exceed the amount of the Landowner's Illinois CREP Grant of Conservation Right and Easement Agreement payment.
- g) Payments for violations by the Landowner shall not be construed as a buy-out of the Illinois CREP Grant of Conservation Right and Easement Agreement by either IDNR or the SWCD and shall not release the Landowner from, or waive any terms of, the Illinois CREP Grant of Conservation Right and Easement Agreement.

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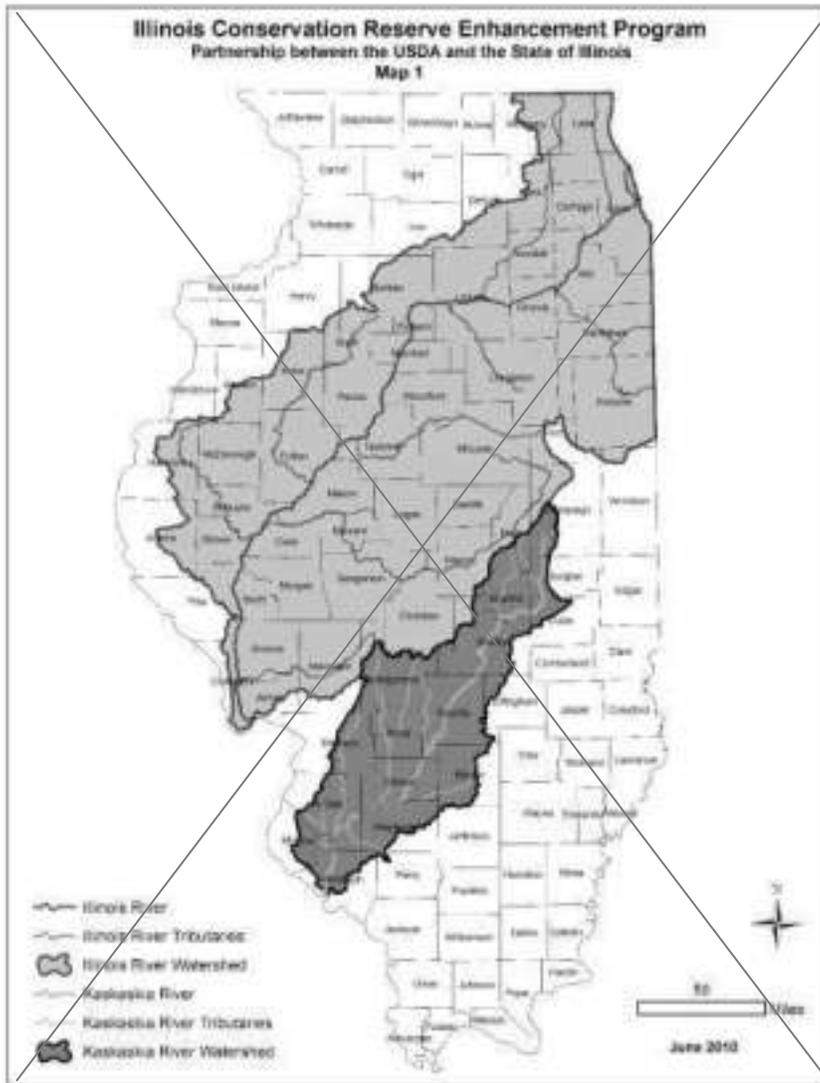
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- h) Payments for violations of Illinois CREP Grant of Conservation Right and Easement Agreement shall be deposited into the Illinois Habitat Fund (see 520 ILCS 25). ~~At the request and/or approval of IDNR, the SWCD (or other CREP easement holding entity) may transfer or assign the Grant of Conservation Right and Easement to an agency of the State, a unit of local government, or a not-for-profit corporation or trust pursuant to the Real Property Conservation Rights Act [765 ILCS 120].~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 1515.EXHIBIT B List of CREP Eligible Illinois Soil and Water Conservation Districts (Repealed)~~ADAMS COUNTY SWCD~~~~338 S. 36th St., Quincy IL 62301~~~~Phone: 217/224-9305 (Ext. 3)~~~~BOND COUNTY SWCD~~~~1111 E. Harris Ave., Greenville IL 62246~~~~Phone: 618/664-0555 (Ext. 3)~~~~BROWN COUNTY SWCD~~~~511 E. Main, Mt. Sterling IL 62353~~~~Phone: 217/773-3993 (Ext. 101)~~~~BUREAU COUNTY SWCD~~~~312 E. Backbone Rd., Princeton IL 61356~~~~Phone: 815/875-8732 (Ext. 3)~~~~CALHOUN COUNTY SWCD~~~~P.O. Box 516, Hardin IL 62047~~~~(UPS Address: RR 2, Box 80)~~~~Phone: 618/576-2717 (Ext. 3)~~~~CASS COUNTY SWCD~~~~652 S. Main St., Virginia IL 62691~~~~Phone: 217/452-3535 (Ext. 3)~~~~CHAMPAIGN COUNTY SWCD~~~~2110 W. Park Court, Suite C, Champaign IL 61821~~~~Phone: 217/352-3536 (Ext. 3)~~~~CHRISTIAN COUNTY SWCD~~~~620 N. Webster St., Taylorville IL 62568~~~~Phone: 217/287-1315 (Ext. 3)~~~~CLINTON COUNTY SWCD~~~~1780 N. 4th St., Breese IL 62230~~~~Phone: 618/526-7919 (Ext. 3)~~

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~~COLES COUNTY SWCD~~~~6021 Development Dr., Suite 2, Charleston IL 61920~~~~Phone: 217/345-3901 (Ext. 3)~~~~DEKALB COUNTY SWCD~~~~1350 W. Prairie Dr., Sycamore IL 60178~~~~Phone: 815/756-3237 (Ext. 3)~~~~Web Address: www.dekalbilswed.org~~~~DEWITT COUNTY SWCD~~~~5920 Revere Rd., Clinton IL 61727~~~~Phone: 217/935-6504 (Ext. 3)~~~~DOUGLAS COUNTY SWCD~~~~900 S. Washington St., Tuscola IL 61953~~~~Phone: 217/253-2022 (Ext. 3)~~~~EFFINGHAM COUNTY SWCD~~~~2701 S. Banker St., Suite 101A, Effingham IL 62401~~~~Phone: 217/347-7107 (Ext. 3)~~~~FAYETTE COUNTY SWCD~~~~301 S. Third St., Vandalia IL 62471~~~~Phone: 618/283-1095 (Ext. 3)~~~~E-mail Address: fayettcountyswed@att.net~~~~FORD COUNTY SWCD~~~~1380 W. Ottawa Rd., Paxton IL 60957~~~~Phone: 217/379-2372 (Ext. 3)~~~~FULTON COUNTY SWCD~~~~15381 N. State Hwy. 100, Lewistown IL 61542~~~~Phone: 309/547-2215 (Ext. 3)~~~~GREENE COUNTY SWCD~~~~RR 3, Box 129, Carrollton IL 62016~~~~Phone: 217/942-5464 (Ext. 101)~~

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~~GRUNDY COUNTY SWCD~~~~3605 N. IL Rt. 47, Suite B, Morris IL 60450~~~~Phone: 815/942-0359 (Ext. 3)~~~~E-Mail Address: grundycountyswcd@yahoo.com~~~~HANCOCK COUNTY SWCD~~~~110 Buchanan St., Carthage IL 62321~~~~Phone: 217/357-2180 (Ext. 3)~~~~HENDERSON COUNTY SWCD~~~~323 E. Main St., Stronghurst IL 61480~~~~Phone: 309/924-1167 (Ext. 3)~~~~HENRY COUNTY SWCD~~~~P.O. Box 162, Cambridge IL 61238~~~~(UPS Address: 301 E. North St.)~~~~Phone: 309/937-5263 (Ext. 3)~~~~IROQUOIS COUNTY SWCD~~~~1001 E. Grant St., Suite A, Watseka IL 60970~~~~Phone: 815/432-6055 (Ext. 3)~~~~JEFFERSON COUNTY SWCD~~~~221 Withers Dr., Mt. Vernon IL 62864~~~~Phone: 618/244-0773 (Ext. 3)~~~~JERSEY COUNTY SWCD~~~~604 E. Franklin, Jerseyville IL 62052~~~~Phone: 618/498-3712 (Ext. 3)~~~~E-Mail Address: jerseywcd@yahoo.com~~~~KANE-DUPAGE COUNTY SWCD~~~~2315 Dean St., Suite 100, St. Charles IL 60175~~~~Phone: 630/584-7961 (Ext. 3)~~~~KANKAKEE COUNTY SWCD~~~~685 Larry Power Rd., Bourbonnais IL 60914~~~~Phone: 815/937-8940 (Ext. 3)~~

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

~~KENDALL COUNTY SWCD~~~~7775A Rt. 47, Yorkville IL 60560~~~~Phone: 630/553-5821 (Ext. 3)~~~~KNOX COUNTY SWCD~~~~233 S. Soangetaha Rd., Galesburg IL 61401~~~~Phone: 309/342-5714 (Ext. 3)~~~~Web Address: <http://knoxcountyswed.tripod.com>~~~~LASALLE COUNTY SWCD~~~~1691 N. 31st Rd., Ottawa IL 61350~~~~Phone: 815/433-0551 (Ext. 3)~~~~LEE COUNTY SWCD~~~~319 S. Mason Ave., Amboy IL 61310~~~~Phone: 815/857-3621 (Ext. 3)~~~~LIVINGSTON COUNTY SWCD~~~~P.O. Box 80, Pontiac IL 61764~~~~(UPS Address: 1510 W. Reynolds)~~~~Phone: 815/844-6127 (Ext. 3)~~~~E-mail Address: livingstonecountyswed@gmail.com~~~~LOGAN COUNTY SWCD~~~~1650 5th St. Rd., Lincoln IL 62656~~~~Phone: 217/735-5508 (Ext. 3)~~~~MACON COUNTY SWCD~~~~4004 College Park Rd., Decatur IL 62521~~~~Phone: 217/877-5670 (Ext. 3)~~~~MACOUPIN COUNTY SWCD~~~~300 Carlinville Plaza, Carlinville IL 62626~~~~Phone: 217/854-2628 (Ext. 3)~~~~MADISON COUNTY SWCD~~~~7205 Marine Rd., Edwardsville IL 62025~~~~Phone: 618/656-7300 (Ext. 3)~~

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

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DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

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DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

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~~Phone: 309/734-8569 (Ext. 3)~~

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~~424 E. Holzhauer Dr., Nashville IL 62263~~

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~~1201 S. Gougar Rd., New Lenox IL 60451~~

~~Phone: 815/462-3106 (Ext. 3)~~

~~E-mail Address: info@will-scookswcd.org~~

~~WINNEBAGO COUNTY SWCD~~

~~4833 Owen Center Rd., Rockford IL 61101~~

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~~WOODFORD COUNTY SWCD~~

~~937 W. Center St., Eureka IL 61530~~

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

~~Phone: 309/467-2308 (Ext. 3)~~

~~(Source: IL Department of Agriculture, 2014 Illinois Soil and Water Conservation District Directory)~~

(Source: Repealed at 46 Ill. Reg. _____, effective _____)

DEPARTMENT OF REVENUE

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Tobacco Products Tax Act of 1995
- 2) Code Citation: 86 Ill. Adm. Code 660
- 3)

<u>Section Numbers</u> :	<u>Proposed Actions</u> :
660.10	Amendment
660.19	Amendment
- 4) Statutory Authority: 35 ILCS 143/10-45
- 5) A Complete Description of the Subjects and Issues Involved: This rulemaking implements the amendments made by P.A. 102-0040 to the definition of “electronic cigarette” contained in the Tobacco Products Tax Act of 1995 (“Act”). Prior to the enactment of P.A. 100-0040, devices, cartridges or container intended for use in devices, and solutions or substances intended for use in devices or in cartridges or containers to be used in devices, whether or not the substances or solutions contained nicotine, were defined as “electronic cigarettes,” included in the definition of “tobacco products,” and subject to Tobacco Products Tax. Distributors of these products were subject to tax under the Act at the rate of 15% of the wholesale price. The definition was broad enough to cover devices, cartridges and containers, and solutions containing cannabis sold in cannabis dispensaries. After the definition of “electronic cigarette” was included in the Act, on and after June 28, 2019, cannabis cultivators were required to obtain a distributor’s license and pay the Tobacco Products Tax on these items. Retailers of these items were required to obtain a retailer’s license under the Act.

P.A. 102-0040 removes devices, cartridges and containers, and substances and solutions, that contain cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act from the definition of “electronic cigarette” contained in the Act.

P.A. 102-0040 includes language to address the period between the enactment of the original definition of “electronic cigarette” (June 28, 2019) and the effective date of P.A. 102-0040 (June 25, 2021). The changes made to the definition of "electronic cigarette" by P.A. 102-0040 apply on and after June 28, 2019, but no claim for credit or refund is allowed on or after the effective date of P.A. 102-0040 for taxes paid during the period beginning June 28, 2019 and the effective date of P.A. 102-0040.
- 6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None

DEPARTMENT OF REVENUE

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- 7) Will these proposed rulemakings replace an emergency rule currently in effect? No
- 8) Do these rulemakings contain an automatic repeal date? No
- 9) Do these proposed rulemakings contain incorporations by reference? No
- 10) Are there any other proposed rulemakings pending on this Part? No
- 11) Statement of Statewide Policy Objectives: These rules do not create or enlarge a mandate as described in Section 3(b) of the State Mandates Act.
- 12) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: Persons who wish to submit comments on this proposed rulemaking may submit them in writing by no later than 45 days after publication of this Notice to:
- Richard S. Wolters
Illinois Department of Revenue
Legal Services Office
101 West Jefferson
Springfield, Illinois 62794
- (217) 782-2844
- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None. The amendments only affect cannabis cultivators and cannabis dispensaries. The amendments relieve these entities from having to obtain licenses under the Tobacco Product Tax Act of 1995. The amendments also relieve cannabis cultivators from having to pay Tobacco Product Tax and file returns on sales of products containing cannabis.
- B) Reporting, bookkeeping or other procedures required for compliance: None
- C) Types of professional skills necessary for compliance: None
- 14) Small Business Impact Analysis: The rule has no adverse impact on small business.

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- 15) Regulatory Agenda on which this rulemaking was summarized: This rulemaking was not included on the most recent regulatory agenda.

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

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NOTICE OF PROPOSED AMENDMENTS

TITLE 86: REVENUE

CHAPTER I: DEPARTMENT OF REVENUE

PART 660

TOBACCO PRODUCTS TAX ACT OF 1995

Section	
660.5	Nature and Rate of Tobacco Products Tax
660.10	General Definitions
660.15	Distributor Licenses
660.16	Retailer Licenses
660.18	Stamping Distributors; Purchasing Tax Stamps; Affixing Tax Stamps to Packages of Little Cigars
660.19	Electronic Cigarettes
660.20	Returns
660.24	Books and Records; Invoices – Retailers
660.25	Books and Records; Invoices – Distributors
660.26	Invoices Relating to Packages of Little Cigars
660.27	Manufacturers – Sale of Little Cigars
660.28	Retailers – Purchase and Possession of Tobacco Products
660.29	Wholesalers – Possession of Little Cigars
660.30	Exempt Sales
660.35	Claims for Credit
660.40	Credit for Stamps that Are Damaged, Unused, Destroyed or Affixed to Packages of Little Cigars Returned to the Manufacturer
660.45	License Actions: Revocations, Cancellations and Suspensions
660.50	Penalties, Interest and Procedures
660.55	Incorporation by Reference

AUTHORITY: Implementing the Tobacco Products Tax Act of 1995 [35 ILCS 143/Art. 10] and authorized by Section 2505-795 of the Civil Administrative Code of Illinois [20 ILCS 2505].

SOURCE: Adopted at 20 Ill. Reg. 10174, effective July 16, 1996; amended at 26 Ill. Reg. 13310, effective August 23, 2002; amended at 34 Ill. Reg. 12972, effective August 19, 2010; amended at 40 Ill. Reg. 10954, effective July 29, 2016; amended at 43 Ill. Reg. 8923, effective July 30, 2019; amended at 44 Ill. Reg. 6079, effective April 3, 2020; amended at 46 Ill. Reg. _____, effective _____.

Section 660.10 General Definitions

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"Act" means the Tobacco Products Tax Act of 1995 [35 ILCS 143/Art. 10].

"Business" means any trade, occupation, activity, or enterprise engaged in, at any location whatsoever, for the purpose of selling tobacco products. [35 ILCS 143/10-5]

"Contraband little cigar" means:

packages of little cigars containing 20 or 25 little cigars that do not bear a required tax stamp under the Act;

packages of little cigars containing 20 or 25 little cigars that bear a fraudulent, imitation, or counterfeit tax stamp;

packages of little cigars containing 20 or 25 little cigars that are improperly tax stamped, including packages of little cigars that bear only a tax stamp of another state or taxing jurisdiction; or

packages of little cigars containing other than 20 or 25 little cigars in the possession of a distributor, retailer or wholesaler, unless the distributor, retailer, or wholesaler possesses, or produces within the time frame provided in Section 10-27 or 10-28 of the Act, an invoice from a stamping distributor, distributor, or wholesaler showing that the tax on the packages has been or will be paid.

"Department" means the Illinois Department of Revenue.

"Distributor" means any of the following:

Any manufacturer or wholesaler in this State engaged in the business of selling tobacco products who sells, exchanges, or distributes tobacco products to retailers or consumers in this State.

Any manufacturer or wholesaler engaged in the business of selling tobacco products from without this State who sells, exchanges, distributes, ships, or transports tobacco products to retailers or consumers located in this State, so long as that manufacturer or wholesaler has or maintains within this State, directly or by subsidiary, an office, sales house, or other

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place of business, or any agent or other representative operating within this State under the authority of the person or subsidiary, irrespective of whether the place of business or agent or other representative is located here permanently or temporarily.

Any retailer who receives tobacco products on which the tax has not been or will not be paid by another distributor.

Distributor does not include any person, wherever resident or located, who makes, manufactures, or fabricates tobacco products as a part of a Correctional Industries program for sale to residents incarcerated in penal institutions or resident patients of a State operated mental health facility. [35 ILCS 143/10-5] A Correctional Industries program is a program that employs committed persons confined in institutions and facilities of the Illinois Department of Corrections to make, manufacture, or fabricate tobacco products for sale to residents incarcerated in penal institutions or resident patients of a State operated mental health facility.

"Electronic cigarette" means:

any device that employs a battery or other mechanism to heat a solution or substance to produce a vapor or aerosol intended for inhalation, except for (A) any device designed solely for use with cannabis that contains a statement on the retail packaging that the device is designed solely for use with cannabis and not for use with tobacco or (B) any device that contains a solution or substance that contains cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act;

any cartridge or container of a solution or substance intended to be used with or in the device or to refill the device, except for any cartridge or container of a solution or substance that contains cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act; or

any solution or substance, whether or not it contains nicotine, intended for use in the device, except for any solution or substance that contains cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act.

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"Electronic cigarette" includes, but is not limited to, any electronic nicotine delivery system, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any component or part that can be used to build the product or device. "Electronic cigarette" does not include:

cigarettes, as defined in Section 1 of the Cigarette Tax Act;

any product approved by the United States Food and Drug Administration for sale as a tobacco cessation product, a tobacco dependence product, or for other medical purposes that is marketed and sold solely for that approved purpose;

any asthma inhaler prescribed by a physician for that condition that is marketed and sold solely for that approved purpose; or

any therapeutic product approved for use under the Compassionate Use of Medical Cannabis Program Act [410 ILCS 130].

"Little cigar" means and includes any roll, made wholly or in part of tobacco, where such roll has an integrated cellulose acetate filter and weighs less than 4 pounds per thousand and the wrapper or cover of which is made in whole or in part of tobacco.

"Manufacturer" means any person, wherever resident or located, who manufactures and sells tobacco products, except a person who makes, manufactures, or fabricates tobacco products as a part of a Correctional Industries program for sale to residents incarcerated in penal institutions or resident patients of a State operated mental health facility.

"Moist snuff" means any finely cut, ground, or powdered tobacco that is not intended to be smoked, including tobacco products referred to as "snus", but does not include any finely cut, ground, or powdered tobacco that is intended to be placed in the nasal cavity.

"Person" means any natural individual, firm, partnership, association, joint stock company, joint venture, limited liability company, or public or private

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corporation, however formed, or a receiver, executor, administrator, trustee, conservator, or other representative appointed by order of any court.

"Place of business" means and includes any place where tobacco products are sold or where tobacco products are manufactured, stored, or kept for the purpose of sale or consumption, including any vessel, vehicle, airplane, train, or vending machine.

"Retailer" means any person in this State engaged in the business of selling tobacco products to consumers in this State, regardless of quantity or number of sales.

"Sale" means any transfer, exchange, or barter in any manner or by any means whatsoever for a consideration and includes all sales made by persons. [35 ILCS 143/10-5]

"Secondary distributor" means any person engaged in the business of selling cigarettes who purchases stamped original packages of cigarettes from a licensed distributor under the Cigarette Tax Act or the Cigarette Use Tax Act [35 ILCS 135], sells 75% or more of those cigarettes to retailers for resale, and maintains an established business where a substantial stock of cigarettes is available to retailers for resale. [35 ILCS 130/1]

"Stamp" or "stamps" mean the indicia required to be affixed on a package of little cigars that evidence payment of the tax on packages of little cigars containing 20 or 25 little cigars under Section 10-10 of the Act. These stamps shall be the same stamps used for cigarettes under the Cigarette Tax Act.

"Stamping distributor" means a distributor licensed under the Act and also licensed as a distributor under the Cigarette Tax Act or Cigarette Use Tax Act.

"Tobacco products" means any cigars, including little cigars; cheroots; stogies; periques; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff or snuff flour; cavendish; plug and twist tobacco; fine-cut and other chewing tobaccos; shorts; refuse scraps, clippings, cuttings, and sweeping of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or otherwise, or both for chewing and smoking; but does not include cigarettes as defined by Section 1 of the Cigarette Tax Act or tobacco purchased for the manufacture of cigarettes by

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cigarette distributors and manufacturers defined in the Cigarette Tax Act and persons who make, manufacture, or fabricate cigarettes as a part of a Correctional Industries program for sale to residents incarcerated in penal institutions or resident patients of a State operated mental health facility. Beginning on July 1, 2019, "tobacco products" also includes electronic cigarettes.

"Wholesale price" means the established list price for which a manufacturer sells tobacco products to a distributor, before the allowance of any discount, trade allowance, rebate, or other reduction. In the absence of such an established list price, the manufacturer's invoice price at which the manufacturer sells the tobacco product to unaffiliated distributors, before any discounts, trade allowances, rebates, or other reductions, shall be presumed to be the wholesale price. The wholesale price of tobacco products is the established list price at the time of purchase, by the distributor who remits tax to the Department, of such tobacco products. Surcharges added by manufacturers or distributors are considered part of the wholesale price subject to tax.

"Wholesaler" means any person, wherever resident or located, who is engaged solely in making sales of tobacco products to others for resale or sales that are otherwise exempt from tax. "Wholesaler", when used in the Act, does not include a person licensed as a distributor under Section 10-20 of the Act unless expressly stated in the Act. [35 ILCS 143/10-5]

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 660.19 Electronic Cigarettes

- a) Beginning July 1, 2019, electronic cigarettes are included in the definition of "tobacco products" and subject to the provisions of this Part.
 - 1) Public Act 102-0040 changes the definition of "electronic cigarette." Effective on and after June 28, 2019, "electronic cigarette" does not include:
 - A) any device designed solely for use with cannabis that contains a statement on the retail packaging that the device is designed solely for use with cannabis and not for use with tobacco;

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- B) any device that contains a solution or substance that contains cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act;
 - C) any cartridge or container of a solution or substance that contains cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act; or
 - D) any solution or substance that contains cannabis subject to tax under the Compassionate Use of Medical Cannabis Program Act or the Cannabis Regulation and Tax Act.
- 2) There is a rebuttable presumption that a device that contains a statement on the retail packaging that the device is designed solely for use with cannabis and not for use with tobacco is designed solely for use with cannabis.
- 3) *The changes made to the definition of "electronic cigarette" by Public Act 102-0040 are effective on and after June 28, 2019, but no claim for credit or refund is allowed on and after June 25, 2021 (the effective date of Public Act 102-0040) for such taxes paid during the period beginning June 28, 2019 and ending on June 25, 2021 (the effective date of Public Act 102-0040).*
- b) To be excluded from the definition of "electronic cigarette" as a therapeutic product approved for use under the Compassionate Use of Medical Cannabis Program Act, the product must be marketed as a therapeutic product and sold in a dispensary that possesses a dispensary license under the Compassionate Use of Medical Cannabis Program Act.
- c) Components or parts that can be used to build a product or device that are sold to consumers by a vape shop that are generally available from other retailers and can be used for purposes other than for use in a product or device are not taxable under the Act. For example, if the same cotton product sold at a vape store is sold by a drug store for general use, it would not be taxable under the Act. If the same batteries or coils sold at a vape store can be purchased from a hardware store for general use and other applications, they are not taxable under the Act. However, if the packaging or product description of the item states the item is for use in a vape device, or the product is designed, produced and marketed by the

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manufacturer for use in a specific device and cannot be used in other products or for other purposes, the item is taxable under the Act.

d) Registration and Licenses

- 1) Retailers selling electronic cigarettes at retail to users and consumers must obtain a tobacco retailer license. (See Section 660.16.)
- 2) Retailers selling electronic cigarettes on which the tax has not or will not be paid by a distributor must obtain a distributor license, file returns, and remit the tax to the Department. (See Section 660.15.)
- 3) Manufacturers of electronic cigarettes (e.g., devices, liquids, pods) meeting the definition of "distributor" selling electronic cigarettes directly to consumers must obtain both a distributor license and a tobacco retailer license.
- 4) Any manufacturer or wholesaler engaged in the business of selling tobacco products from outside of Illinois who sells, exchanges, distributes, ships, or transports electronic cigarettes to retailers or consumers located in Illinois must register to become a distributor if the manufacturer or wholesaler has or maintains within Illinois, directly or by subsidiary, an office, sales house, or other place of business, or any agent or other representative operating within Illinois under the authority of the person or subsidiary, irrespective of whether the place of business or agent or other representative is located here permanently or temporarily.

EXAMPLE: An out-of-state manufacturer of electronic cigarettes sells electronic cigarettes over the internet at retail to consumers in this State. It also sells electronic cigarettes to retailers in this State. The manufacturer has representatives that solicit sales by retail stores in this State. The manufacturer is required to obtain a distributor license and pay the tax on all sales made to retailers and consumers in this State.

e) Invoices

Whenever any sales invoice issued by an in-state or out-of-state seller for electronic cigarettes sold to a retailer does not comply with the requirements of Section 660.25(d) and (e), a prima facie presumption shall

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arise that the tax imposed by Section 10-10 of the Act and Section 660.5 has not been paid on the electronic cigarettes listed on the sales invoice. A retailer that is unable to rebut this presumption is in violation of both the Act and this Part and is subject to applicable taxes, penalties, and interest.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- 1) Heading of the Part: Public Schools Evaluation, Recognition and Supervision
- 2) Code Citation: 23 Ill. Adm. Code 1
- 3) Section Number: 1.30 Adopted Action:
Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6
- 5) Effective Date of Rule: December 1, 2021
- 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 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 *Illinois Register*: 45 Ill. Reg. 8187; July 9, 2021
- 10) Has JCAR issued a Statement of Objection to this rule? No
- 11) Differences between Proposal and Final Version: In Section 1.30(b)(4), "his or her" is changed to "the student's".
- 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 an emergency rule currently in effect? No
- 14) Are there any rulemakings pending on this Part? Yes

<u>Section Numbers:</u>	<u>Proposed Actions:</u>	<u>Illinois Register Citations:</u>
1.100	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.420	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.440	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.783	Amendment	45 Ill. Reg. 6906; June 11, 2021
1.30	Amendment	45 Ill. Reg. 8187; July 9, 2021
1.285	Amendment	45 Ill. Reg. 12250; October 8, 2021

ILLINOIS STATE BOARD OF EDUCATION

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1.720	Amendment	45 Ill. Reg. 14061; November 12, 2021
1.781	Amendment	45 Ill. Reg. 14061; November 12, 2021
1.794	Amendment	45 Ill. Reg. 14061; November 12, 2021
1.Appendix A	Amendment	45 Ill. Reg. 14061; November 12, 2021

- 15) Summary and Purpose of Rulemaking: On Feb. 22, 2021, the U.S. Department of Education (ED) released a Dear Colleague Letter that provided guidance to states on the issue of administering assessments during the 2020-21 school year. ED announced that it would provide the opportunity for a waiver from the accountability and school identification requirements in the Elementary and Secondary Education Act of 1965 for testing that is required to be administered. 23 Ill. Adm. Code 1.30 provides that the state accountability assessment that is required for graduation must be administered to students in “grade 11,” which is determined to be “the point in time when a student has earned the number of credits necessary for enrollment in grade eleven.” This rulemaking provides the flexibility for students to extend the testing window if a gubernatorial disaster exists and the agency has received a waiver from ED.

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

Azita Kakvand
Agency Rules Coordinator
Illinois State Board of Education
555 West Monroe Street, Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net

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

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

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
- EMERGENCY
- 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)
- 1.79 School Report Card
- 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
- EMERGENCY
- 1.97 Survey of Learning Conditions
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- 1.443 Illinois Global Scholar Certificate
- 1.445 Required Course Substitute
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- 1.460 Credit Earned Through Proficiency Examinations
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- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004 (Repealed)
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
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- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
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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
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- 1.APPENDIX A Professional Staff Educator Licensure
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- 1.APPENDIX D State Goals for Learning and Learning Standards
- 1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement
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- 1.APPENDIX F Criteria for Determination – Student Performance and School
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- 1.APPENDIX G Criteria for Determination – State Assessment (Repealed)
- 1.APPENDIX H Guidance and Procedures for School Districts Implementing the Illinois
Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 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].

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

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17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 43 Ill. Reg. 3792, effective February 28, 2019; amended at 43 Ill. Reg. 10213, effective August 30, 2019; amended at 43 Ill. Reg. 10718, effective September 11, 2019; amended at 43 Ill. Reg.

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13324, effective October 29, 2019; emergency amendment at 43 Ill. Reg. 14305, effective November 20, 2019, for a maximum of 150 days; emergency amendment to emergency rule at 43 Ill. Reg. 14941, effective December 4, 2019, for the remainder of the 150 days; emergency amendment to amended emergency rule at 44 Ill. Reg. 4085, effective February 25, 2020, for the remainder of the 150 days; amended at 44 Ill. Reg. 1929, effective January 13, 2020; amended at 44 Ill. Reg. 6377, effective April 9, 2020; emergency amendment at 44 Ill. Reg. 7971, effective April 27, 2020, for a maximum of 150 days; emergency expired September 23, 2020; emergency amendment at 44 Ill. Reg. 8382, effective May 1, 2020, for a maximum of 150 days; emergency expired September 27, 2020; amended at 44 Ill. Reg. 9961, effective May 21, 2020; emergency amendment at 44 Ill. Reg. 13498, effective July 31, 2020, for a maximum of 150 days; emergency expired December 27, 2020; emergency amendment at 44 Ill. Reg. 16860, effective September 29, 2020, for a maximum of 150 days; emergency amendment to emergency rule at 44 Ill. Reg. 17816, effective October 23, 2020, for the remainder of the 150 days; emergency rule as amended expired February 25, 2021; amended at 45 Ill. Reg. 867, effective January 4, 2021; amended at 45 Ill. Reg. 1644, effective January 22, 2021; emergency amendment at 45 Ill. Reg. 4543, effective March 24, 2021, for a maximum of 150 days; emergency expired August 20, 2021; amended at 45 Ill. Reg. 5362, effective April 12, 2021; amended at 45 Ill. Reg. 5744, effective April 21, 2021; amended at 45 Ill. Reg. 8280, effective June 24, 2021; amended at 45 Ill. Reg. 9446, effective July 7, 2021; amended at 45 Ill. Reg. 9760, effective July 22, 2021; emergency amendment at 45 Ill. Reg. 11212, effective August 26, 2021, for a maximum of 150 days; amended at 45 Ill. Reg. 13180, effective October 8, 2021; emergency amendment at 45 Ill. Reg. 14211, effective October 28, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15344, effective November 22, 2021, for the remainder of the 150 days; amended at 45 Ill. Reg. 14769, effective November 10, 2021; amended at 45 Ill. Reg. 15997, effective December 1, 2021.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.30 State Assessment

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

- a) Development and Participation
 - 1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational

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and Psychological Testing" (2014), published by the American Educational Research Association, 1430 K St., N.W., Suite 1200, Washington, D.C. 20005. (No later amendments to or editions of these standards are incorporated.)

- 2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.
- 3) A school shall generally be selected for participation in these special studies, tryouts and/or pilot testing no more than once every four years, except that participation may be required more frequently as needed to ensure sufficient sample size for validity.
- 4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services and students receiving scholarships to attend nonpublic schools under the Invest in Kids Act [35 ILCS 40] shall be required to participate in the State's accountability assessments, whether by taking the regular assessment, with or without accommodations, or by participating in the State's approved alternate assessment (Sections 2-3.25a and 2-3.64 of the School Code). Assessments in English/language arts and mathematics are administered annually in grades 3 through 11, and, for science, in grades 5, 8 and at least once in high school.*
 - A) Students who are served in any locked facility that has a State-assigned region/county/district/type/school (RCDTS) code, and students beyond the age of compulsory attendance whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State's accountability assessment. Students with an IEP who receive an alternate diploma are required to participate in the State's accountability assessment during years of compulsory attendance. These students

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can be exempted only after participating in the State's final accountability assessment.

- B) It is the responsibility of each district or other affected entity (e.g., nonpublic school or special education cooperative) to ensure that all students required to participate in the State's accountability assessment do so. (See also Section 1.50.)
- 5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State's accountability assessment by students with disabilities, as reflected in those students' IEPs, ISPs, or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), or limited English proficiency.
- b) Assessment Procedures
- 1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)
- 2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the State's accountability assessments, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.
- 3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any complaint and shall report to the State Superintendent the results of its investigation.
- 4) Districts shall administer the State's final accountability assessment or its approved alternate assessment, if applicable under subsection (d), to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), "grade 11" means the point in time when

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a student has earned the number of credits necessary for enrollment in grade 11, as determined by the student's~~his or her~~ school district in accordance with Sections 1.420(b) and 1.440 or, during any time in which the Governor has declared a disaster due to a public health emergency, "grade 11" means any time in grade 11 or grade 12 if the State Board of Education has received a waiver from accountability assessments from the U.S. Department of Education.

- 5) Districts shall ensure that students who have not taken the State's final accountability assessment at the highest grade or level assessed shall not receive a regular high school diploma. In accordance with Section 2-3.64a-5 of the School Code, districts, with approval from the State Board of Education, may issue a regular high school diploma to a student who has not met this requirement.
- 6) To request approval to graduate a student who has not taken the State's final accountability assessment, the school must submit to the State Board:
 - A) Explanation of why the student was not able to be assessed on the State's final approved accountability assessment in either grade 11 or 12, or in the commensurate final stage of a competency-based program.
 - B) Justification that granting the exemption does not represent systemic exclusion from accountability based on gender, race, disability, English Learner status, income or other demographic factors.
- 7) Schools within a district that exercise this exemption for less than 1 percent of the graduating cohort of that school year (i.e., all students receiving a regular diploma from that school within a single school year) will have these exemption requests approved without requiring additional evidence.
- 8) Schools within a district that exercise this exemption for more than 1 percent of the graduating cohort of that school year will be asked to submit additional evidence in support of subsection (b)(6)(B) and may receive additional support, monitoring or audits.

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- c) **Accommodations**
Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15 (Identification of Eligible Students), including students not enrolled in programs of bilingual education, may participate in an accommodated setting for the State's accountability assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student with limited proficiency in English shall be afforded extra time for completion of the State's accountability assessment when, in the judgment of the student's teacher, extra time is necessary in order for the student's performance to reflect ~~the student's~~^{his or her} level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.
- d) **Illinois Alternate Assessment**
The 1 percent of students with the most significant cognitive disabilities whose IEPs identify the State's regular accountability assessment as inappropriate for them even with accommodations shall participate in the State's approved alternative accountability assessment, based on achievement standards aligned to the Illinois Learning Standards, for all subjects tested. (See also Section 1.60(c).)
- e) **Review and Verification of Information**
Each school district, charter school and nonpublic school participating in the Invest in Kids Act shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State's accountability assessment, including information about the participating students as well as the scores achieved.
- 1) Within 10 business days after the preliminary data from the accountability assessments is made available, each district or charter school shall make any necessary corrections to its data and then use a means prescribed by the State Board to indicate either:
 - A) that both its demographic and preliminary data are correct; or
 - B) that it is requesting rescoring of some or all portions of the assessment for specific students, if available.
 - 2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work

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with the affected district or charter school to make any resulting corrections.

- 3) At the end of the 21-day period discussed in subsection (e)(2), all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95.
- f) Reports of the State's Accountability Assessment Results
 - 1) Following verification of the data under subsection (e), the State Board shall send each school and district a report containing final information from the results of each administration of the State's accountability assessment.
 - A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are youth in care of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence and to the schools within those districts that they would otherwise attend.
 - B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.
 - C) The scores of students who were enrolled in nonpublic schools through the Invest in Kids Act scholarship program shall be reported to the students' nonpublic schools of record.
 - 2) Each report shall include, as applicable to the receiving entity:

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- A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and
 - B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students' scores among the applicable proficiency classifications (see subsection (h)).
- g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school with respect to accountability as reflected in the final data.
- h) **Classification of Scores**
Each score achieved by a student on the State's regular or alternate accountability assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that "demonstrate proficiency".
- 1) Each score achieved by a student on a regular State assessment shall be classified among categories such as "did not yet meet", "partially meets", "approaching", "meets standards", or "exceeds standards". Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.
 - 2) Each score achieved by a student on the State's approved alternate accountability assessment shall be classified among categories such as "emerging", "approaching", "at target", or "advanced". Among these scores, those identified as "at target" or "advanced" shall be considered as demonstrating proficiency.
- i) **Scores Relevant to Accountability**
For purposes of determining a school's annual summative accountability rating, scores achieved and measures of growth calculated from those scores on the State's accountability assessment in reading or mathematics from students who attended the "same school within a local educational agency for at least half of a school year" (see section 1111(c)(4)(F)(i) of the Elementary and Secondary Education Act (20 USC 6301 et seq.)), shall be "relevant scores". For schools

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without grades higher than 2 and 3 (that is, for schools where the State's accountability assessment is not administered, and administered such that student growth can be calculated for attending students), the "relevant scores" used to determine the annual summative accountability rating shall be current year data of students who were enrolled at the impacted school in the nearest year to have current applicable assessment data (i.e., a kindergarten-grade 3 school would map its 2016 grade 3 enrollments to use those students' 2017 grade 4 growth scores; a prekindergarten-grade 2 school would map its 2016 grade 2 enrollments to use those students' 2017 grade 3 English language arts and math proficiency scores, and would map its 2015 grade 2 enrollments to use those students' 2017 growth scores).

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

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1) Heading of the Part: Agricultural Education Program

2) Code Citation: 23 Ill. Adm. Code 75

3) Section Numbers: Adopted Actions:

75.1	New Section
75.10	Amendment
75.20	Amendment
75.30	Amendment
75.40	Amendment
75.50	Amendment
75.200	Amendment
75.210	Amendment
75.220	Amendment
75.230	Amendment
75.240	Amendment
75.250	Amendment
75.260	Amendment
75.300	Amendment
75.310	Amendment
75.320	Amendment
75.330	Amendment
75.340	Amendment
75.350	Amendment
75.400	Amendment
75.410	Amendment
75.420	Amendment
75.430	Amendment
75.435	Amendment
75.440	Amendment
75.500	Repealed
75.510	Amendment
75.520	Amendment
75.600	Repealed

4) Statutory Authority: 105 ILCS 5/2-3.80 and 2-3.80b

5) Effective Date of Rule: December 1, 2021

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- 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 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 *Illinois Register*: 45 Ill. Reg. 8202; July 9, 2021
- 10) Has JCAR issued a Statement of Objection to this rule? No
- 11) Differences between Proposal and Final Version:

The definition of "Approvable Agricultural Education Program at the Secondary Level" is changed to "an agricultural education program, taught by appropriately licensed teachers, that includes one foundational course and one skill course for which no fewer than two credits are awarded for the successful completion of the course sequence (see <https://www.ilaged.org/courseoutlines>).".

In Section 75.250(b)(3), "the State Superintendent may require (also see Section 75.260)" is deleted and replaced with "required by GATA or other applicable statutes or rules".
- 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 an emergency rule currently in effect? No
- 14) Are there any rulemakings pending on this Part? No
- 15) Summary and Purpose of Rulemaking: These proposed changes are driven primarily by feedback from the Illinois Committee for Agricultural Education who recommended the most notable changes in the rulemaking, including the inclusion of middle school agricultural education activities, an increase in the percentage of expenditures allowed for consumable items from 10% to 25%, and the addition of Regional Offices of Education, Intermediate Service Centers, and nonprofit organizations as eligible applicants for the FCAE grant. The rulemaking also includes general cleanup and updates to terminology.
- 16) Information and questions regarding this adopted rulemaking shall be directed to:

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Azita Kakvand
Agency Rules Coordinator
Illinois State Board of Education
555 West Monroe Street, Suite 900
Chicago, Illinois 60661

(312) 783-2757
rules@isbe.net

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 75

AGRICULTURAL EDUCATION PROGRAM

SUBPART A: DEFINITIONS75.1 Definitions

SUBPART B: GROWING AGRICULTURAL SCIENCE TEACHER (GAST) GRANTS

Section

75.10	Purpose and Applicability
75.20	Eligible Applicants
75.30	Application Procedure
75.40	Program Specifications; Allowable Expenditures
75.50	Criteria for the Review of Proposals; Allocation of Funds

SUBPART C: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section

75.200	Purpose and Applicability
75.210	Eligible Applicants
75.220	Program Goals and Minimum Standards
75.230	Quality Indicators
75.240	Determination of Individual Grant Allocations
75.250	Application Procedure
75.260	Terms of the Grant

SUBPART D: INCENTIVE GRANTS FOR AGRICULTURAL
TEACHER PREPARATION PROGRAMS

Section

75.300	Purpose and Eligible Applicants
75.310	Program Goals and Minimum Standards
75.320	Quality Indicators

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- 75.330 Determination of Individual Grant Allocations
- 75.340 Application Procedure
- 75.350 Terms of the Grant

SUBPART E: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

Section

- 75.400 Purpose and Objectives
- 75.410 Eligible Applicants
- 75.420 Application Procedure for Initial Proposals
- 75.430 Criteria for the Review of Initial Proposals; Allocation of Funds
- 75.435 Application Content and Approval for Continuation Programs
- 75.440 Terms of the Grant

SUBPART F: AGRICULTURAL EDUCATION TEACHER
THREE CIRCLE GRANT PROGRAM (FFA and SAE)

Section

- 75.500 Definitions (Repealed)
- 75.510 Purpose and Objectives
- 75.520 Eligible Applicants
- 75.530 Application Procedure
- 75.540 Allocation of Funds
- 75.550 System for Reporting Hours
- 75.560 Terms of the Grant

SUBPART G: AGRICULTURAL EDUCATION
PRE-SERVICE TEACHER INTERNSHIP PROGRAM

Section

- 75.600 Definitions (Repealed)
- 75.610 Purpose and Applicability
- 75.620 Eligible Applicants
- 75.630 Implementation Grants – Procedures and Content of Proposals
- 75.640 Criteria for Review and Approval of Implementation Proposals
- 75.650 Application Content and Approval Criteria for Continuation Programs

AUTHORITY: Implementing Sections 2-3.80, 2-3.80a, 2-3.80b, and 2-3.80d of the School Code and authorized by Section 2-3.6 of the School Code [105 ILCS 5].

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SOURCE: Adopted at 32 Ill. Reg. 19170, effective November 26, 2008; amended at 35 Ill. Reg. 16839, effective September 29, 2011; amended at 36 Ill. Reg. 18903, effective December 17, 2012; amended at 37 Ill. Reg. 15932, effective September 27, 2013; amended at 41 Ill. Reg. 14099, effective November 3, 2017; amended at 44 Ill. Reg. 14770, effective August 27, 2020; Subparts A, B, C, D, E, and F recodified at 45 Ill. Reg. 7988; amended at 45 Ill. Reg. 16012, effective December 1, 2021.

SUBPART A: DEFINITIONSSection 75.1 Definitions

"ACTE" means the Association of Career and Technical Education.

"Approvable Agricultural Education Program at the Middle School Level" means an agricultural education program that includes at least one State-approved introductory agricultural education course with an appropriately licensed teacher in an agricultural education career pathway that connects to a secondary program. This introductory course must include a career exploration component with SAE as a part of instruction. A middle school program shall also connect to either a stand-alone middle school or a secondary FFA chapter.

"Approvable Agricultural Education Program at the Secondary Level" means an agricultural education program, taught by appropriately licensed teachers, that includes one foundational course and one skill course for which no fewer than two credits are awarded for the successful completion of the course sequence (see <https://www.ilaged.org/courseoutlines>).

"Curricular/Intra-curricular Related Activities" means activities that are connected to the classroom instruction. Grant funds from Subpart F shall be used only to support activities related to the classroom outside of the regularly scheduled teaching duties for the benefit of agricultural education. Examples of these activities include, but are not limited to, professional development, professional organization conferences, curriculum development or improvement, and classroom and laboratory facilities maintenance. The recommended maximum level of activity for this component is 16 days or 128 hours.

"FFA" means a State and federally recognized career and technical student organization for students in State-approved agricultural education programs. (FFA

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was formerly known as Future Farmers of America and is now the National FFA Organization.)

"FFA Activities" means those activities that demonstrably relate to the intra-curricular nature of the career and technical student organizations and focus on premier leadership, personal growth, or career success. Examples of these activities include leadership training or events, community service or education activities, career development event preparation or competitions, chapter program management, program/chapter recruitment and marketing activities, alumni meetings and professional events, program fundraising events, and public events related to agricultural education. The recommended minimum level of activity for this component is 17 days or 136 hours.

"Full-Time Teacher" means an agricultural education teacher with at least a nine-month (180 day) contract based on an eight-hour day when the teacher is teaching at least one approved agricultural education class published in the Agricultural, Food, and Natural Resources course matrix.

"Illinois Agricultural Company" means any company in this State that has an interest in the agricultural industry, as determined by the pre-service teaching student's public university. [105 ILCS 5/2-3.80d(a)]

"IAVAT" means the Illinois Association of Vocational Agriculture Teachers.

"Middle School" means grades five through eight.

"New Education Program" means an education program approved by the State Board of Education in a school district that has not had an education program for a period of 10 years or more prior to the date of application for a grant. [105 ILCS 5/2-3.80b(a)]

"Personal Services Cost" means the cost (salary and benefits) of a teacher providing 60 additional days, which shall mean 400 additional hours, outside the teacher's regularly scheduled teaching duties for the benefit of education. The 400 additional hours shall be any activity that is to the benefit of education, as defined by the State Board in Subpart E, regardless of the time of year the activity occurs. [105 ILCS 5/2-3.80b(a)]

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"Post-secondary Agricultural Courses" means college courses directly relating to technical industry knowledge in Agriculture, Food, and Natural Resources (AFNR) as well as those relating to the teaching of agricultural concepts to classes, groups, and organizations.

"Post-secondary Agricultural Program of Study" means a community college or university that offers a series of courses in agriculture, foods, or natural resources that may be transferred to other universities or enables a student to pursue either a minor or major concentration in one of those areas of study.

"Pre-service Teaching Student" means a student who:

is a declared agricultural education major accepted into an approved agricultural teacher education program at a public university in this State;

has completed at least 30 credit hours; and

has maintained, at a minimum, a 2.5 cumulative grade point average on a 4.0 scale or its equivalent. [105 ILCS 5/2-3.80d(a)]

"Restart program" means an agricultural education program approved by the State Board of Education in a school district that has not had an agricultural education program for a period of 9 years or less prior to the date of application for a grant.

"School Code" or "Code" means the Illinois School Code [105 ILCS 5].

"School District" means a public school district or area career center.

"Supervised Agricultural Experience" or "SAE" means activities that are work-based learning activities such as degree/award preparation, SAE visits, record book instruction, training or assistance. The recommended minimum level of activity for this component is 17 days or 136 hours.

"Three Circle Model" means a model used to identify the central components of an agricultural education program. The central components are:

Classroom/laboratory instruction, which includes contextual, inquiry-based instruction and learning;

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FFA, which fosters the development of premier leadership, personal growth, and career success through engagement in its programs and activities; and

SAE, which includes experiential, service, and work-based learning.

"Work-based Learning" means an activity or interaction among the teacher, student, or employer or industry representative who provides experience related to an agricultural career interest. Work-based learning includes, but is not limited to, SAEs, job shadowing, internships, apprenticeships, school-based enterprises, industry-led projects and challenges or competitions.

(Source: Added at 45 Ill. Reg. 16012, effective December 1, 2021)

SUBPART B: GROWING AGRICULTURAL SCIENCE TEACHER (GAST) GRANTS

Section 75.10 Purpose and Applicability

This Subpart BA establishes the application procedure and criteria for the allocation of grant funds to eligible institutions of higher education under the agricultural science teacher education program established pursuant to Section 2-3.80a of the School Code [105 ILCS 5/2-3.80a].

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.20 Eligible Applicants

Eligible applicants under this Subpart BA shall be as specified in Section 2-3.80a of the School Code, provided that *institutions of higher education that offer State-approved agricultural science teacher preparation programs and public community colleges that provide an articulated agriculture science teacher education course of study* [105 ILCS 5/2-3.80a] are only those that offer at least:

- a) the introductory agricultural education course for which transfer credit is accepted by the public universities under the Illinois Articulation Initiative (see the information posted by the Illinois Board of Higher Education at www.itransfer.org); and
- b) a one-semester-hour internship or other, equivalent field experience.

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(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.30 Application Procedure

- a) When State funding is expected to be available for the agricultural science teacher education program for a given fiscal year, the State Superintendent of Education shall issue a request for applications from eligible entities. This request shall:
 - 1) indicate the amount or expected amount of the appropriation for the program and the expected range for grant awards;
 - 2) describe the required content and format of applications and identify the activities that will receive priority consideration for funding, if applicable;
 - 3) identify the data that recipients will be required to collect and report regarding the activities conducted with the funds provided and the results of those activities, as well as the timelines for reporting;
 - 4) include such certifications, assurances, and program-specific terms of the grant as the State Superintendent may require; and
 - 5) indicate the deadline for submission of applications, which shall provide applicants with at least 30 days in which to respond.
- b) Each application shall be signed by an authorized representative of the institution, and each application shall be accompanied by a letter of support signed by the head of the agriculture department and, as applicable, the head of the education department or other department responsible for the education program at the applicant institution.
- c) Applicants may be requested to clarify various aspects of their proposals. The content of the approved proposal shall be incorporated into a grant agreement to be signed by the applicant's authorized representative and the State Superintendent.
- d) Each participating institution's eligibility to receive funding in fiscal years following the initial appropriation for this program, or following the institution's

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initial receipt of funding, as applicable, shall be contingent upon the submission of:

- 1) a description of activities undertaken to date and any other information required to be reported, demonstrating that the project has been implemented in conformance with the grant agreement;
- 2) an updated project narrative that discusses the services and activities for which the funding will be used and a rationale for the activities to be undertaken;
- 3) an updated budget summary and payment schedule for the coming fiscal year, including a narrative budget breakdown;
- 4) signed certifications, assurances, and program-specific terms of the grant, as applicable to the renewal period.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.40 Program Specifications; Allowable Expenditures

Funds provided pursuant to this Subpart ~~BA~~ may be expended only for activities and initiatives conducted in accordance with Section 2-3.80a(b) of the School Code and this Section.

- a) For purposes of this Subpart ~~BA~~, "teacher education candidate recruitment and retention initiatives" include:
 - 1) the identification of students in grades 11 and 12 who may be interested in pursuing agricultural education as a profession; and
 - 2) activities and strategies that are designed to attract these and other students to teaching in agricultural education, including, but not limited to:
 - A) introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;
 - B) providing mentors or other forms of personal support to the students as they determine whether to pursue careers as

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agricultural education teachers and as they progress through the teacher preparation program; and

- C) providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.
- b) Each institution that elects to deliver professional development experiences for new teachers shall first seek approval as a provider of professional development for teachers in this field under the applicable provisions of the rules of the State Board of Education for Educator Licensure (see 23 Ill. Adm. Code 25.855 and 25.872).
 - c) For purposes of this Subpart BA:
 - 1) a "master teacher" is a teacher with no fewer than six years of teaching experience in the field of agricultural education, ending no more than ten years prior to submission of an application under this Subpart BA, ~~in the field of agricultural education~~, exclusive of teaching experience on an educator license with stipulations endorsed for either career and technical educator or provisional career and technical educator; and
 - 2) a "practitioner" is an individual who, as demonstrated by the institution's proposal narrative:
 - A) is currently engaged, or has been engaged within the previous 10 years, in an agricultural occupation requiring knowledge and skills in agricultural science, agricultural mechanization, agricultural business, horticulture, or agricultural resources; or
 - B) holds an educator license with stipulations endorsed for provisional career and technical educator for a skill area related to agricultural education and is currently teaching, or has taught within the previous 10 years, in a position requiring that educator license.
 - d) A university shall expend no more than 5 percent of the grant funds received for professional development for the staff of its agricultural education teacher preparation program.

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- e) Activities shall be supported by funding under this Subpart BA only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart BA.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.50 Criteria for the Review of Proposals; Allocation of Funds

Each applicant may propose to expend grant funds for one or more of the four types of activities discussed in ~~subsection (b) of Section 2-3.80a(b)~~2-3.80a of the School Code. ~~Subsection (a) of this Section~~ includes review criteria for all four types of activities; however, the individual criteria that are not relevant to the activities included in a particular proposal shall be disregarded in its review. The State Superintendent of Education shall make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative and the amounts necessary to fund high-quality proposals that are most responsive to the area or areas of priority identified in the request for applications.

- a) Quality of the Plan (80 points)
- 1) Proposed recruitment and retention strategies appear likely to:
 - A) promote increased awareness of agricultural education as a potential career among students from varied backgrounds and communities;
 - B) create enhanced incentives for individual students to enter and persist in teacher preparation programs in agricultural education; and
 - C) help eliminate barriers that may otherwise prevent individuals from completing preparation programs in this field.
 - 2) Proposed expenditures for the services of master teachers and practitioners as support for student teaching will enhance candidates' understanding of agricultural education as a profession and broaden their awareness of the

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varied facets of Agriculture, Food, and Natural Resources (AFNR)
~~agriculture~~ and agriculturally based and related careers.

- 3) Plans for delivery of professional development for new teachers provide evidence that the training is designed in response to the expressed needs of individuals who are in their first five years of teaching in the field of agricultural education and the school districts or area career center~~cooperatives~~ where they are employed.
 - 4) Planned expenditures for professional development for a community college's or university's agricultural education staff are demonstrably related to the needs of those individuals.
- b) Cost-Effectiveness (20 points)
The proposal represents a cost-effective use of State resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers of students or teachers to be served and the services to be provided.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

SUBPART C: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section 75.200 Purpose and Applicability

This Subpart ~~CB~~ establishes the application procedure and criteria for the allocation of grant funds to eligible school districts and area ~~career~~careervocational centers under Section 2-3.80 of the School Code [105 ILCS 5/2-3.80] to expand and improve the academic content areas within agricultural education.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.210 Eligible Applicants

Eligible applicants under this Subpart ~~CB~~ shall be as specified in Section 2-3.80 of the School Code. For purposes of eligibility, an "approved agricultural education program" is one that:

- a) offers a series of courses that are sequential in one or more pathways~~fields of study~~ listed at <https://www.ilaged.org/courseoutlines>

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~~<http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways> and includes:~~

- 1) at least one introductory course and one ~~skills (Group 3)~~ higher-level course for which no less than two credits ~~are awarded for the successful completion of the course sequence~~, as defined in 23 Ill. Adm. Code 1.440(c) (Additional Criteria for High Schools), ~~are awarded for the successful completion of the course sequence~~; and
 - 2) courses with content that aligns with the courses approved by the State Board of Education ~~that are~~ and listed at ~~<https://www.ilaged.org/courseoutlines>~~~~<http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways>~~;
- b) unless otherwise exempt under ~~the provisions of~~ Section 2-3.80 of the School Code, includes a State and nationally affiliated chapter of the National FFA Organization;
 - c) provides for supervised agricultural experiences, including record keeping (also see Section 75.220(d) ~~of this Part~~); and
 - d) employs qualified instructional staff, each of whom either:
 - 1) holds a current and valid professional educator license endorsed for teaching for grades 6 through 12 and for agricultural education as set forth in 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and has 2,000 hours of work experience in a field related to agriculture, food or natural resources; or
 - 2) holds an educator license with stipulations endorsed for career and technical educator or provisional career and technical educator issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure) and endorsed for a skill area ~~inrelated to~~ agricultural education. (See 23 Ill. Adm. Code 25.70 or 25.72, respectively.)

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.220 Program Goals and Minimum Standards

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This Section presents the goals and the accompanying minimum standards of each goal that are associated with high-quality agricultural education programs offered in high school settings.

a) Goal 1:

- 1) Objective: ~~The agricultural education teacher is licensed by the State Board of Education for agricultural education. Teachers are qualified and licensed by the State Board of Education to teach the programs and courses assigned.~~
- 2) Minimum Standards: ~~Each of the teaching staff is appropriately licensed for the coursework in which he or she is providing instruction under the agricultural education program during the grant year.~~
 - A) The teacher has a Professional Educator License with a content endorsement for high school agricultural education; or
 - B) The teacher has an Educator License with Stipulations with an endorsement as a Career and Technical Educator or a Provisional Career and Technical Educator in high school agricultural education.

b) Goal 2:

- 1) Objective: Support services are available to all students in agricultural programs.
- 2) Minimum Standards:
 - A+) The agricultural education teacher shall meet at least annually with each student enrolled in the agricultural education program to provide advice and counseling relative to the student's career objectives.
 - B2) The agricultural education teacher shall meet annually with the school's guidance counselor to review information at <http://www.ilaged.org> ~~<http://www.agriculturaleducation.org>~~ regarding career opportunities, scholarships, course offerings and

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other pertinent information that will assist students in meeting postsecondary and career objectives.

c) Goal 3:

1) Objective: The instructional programs in AFNR ~~agriculture~~ are competency-based, ~~and~~ include skills, knowledge and attitudes required for gainful employment in the occupations identified in the career pathways, and are sequentially structured.

2) Minimum Standards:

A1) The program shall offer a balance of classroom, laboratory, field-based and industry-based ~~agricultural~~ experiences in AFNR (also see subsection (d) ~~of this Section~~).

B2) Written lesson plans for all courses shall contain clearly stated goals, objectives, activities and experiences that relate to the school's School Improvement Plan.

d) Goal 4:

1) Objective: Each agricultural education teacher ~~incorporates~~ uses an ongoing Supervised Agricultural Experience (SAE) Program ~~supervised agricultural experience program~~ as part of the instructional program. SAE experiences are incorporated into agricultural education courses or awarded as a separate SAE Workplace Experience course for credit.

2) Minimum Standards:

A) Each program shall include a supervised agricultural experience program that requires students to apply the lessons presented in the classroom or laboratory instruction to activities and projects beyond the classroom.

B) A minimum of 50% of students enrolled in agricultural education participate in a Foundational or Immersion SAE Program.

e) Goal 5:

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- 1) Objective: The National FFA Organization is an integral part of the instructional program in AFNRagriculture.
 - 2) Minimum Standards:
 - A) The program shall incorporate into the curriculum opportunities to develop leadership skills through local, State and national FFA activities as planned in an annually documented Program of Activities (POA). ~~chapters in the agricultural education program.~~
 - B) The program has submitted a Chapter Strategic Plan to the Illinois FFA Center no later than the published annual deadline (November 30).
 - C) The FFA Chapter must submit the online membership roster to the Illinois FFA Center by the published annual deadline (October 1). Membership dues payment and administrator approval must be submitted to the Illinois FFA Center or payment must be mailed to the Illinois FFA Center, postmarked no later than November 1.
- f) Goal 6:
- 1) Objective: Each school conducting an agricultural education program provides adequate and safe classroom facilities, learning laboratories, equipment storage; and supplies for effective operation of the program.
 - 2) Minimum Standards: The facilities, equipment and supplies available to students shall enable them to have hands-on experiences that replicate up-to-date, realistic situations similar to what is occurring in the AFNRagriculture careers for which training is provided.
- g) Goal 7:
- 1) Objective: The program of instruction in agricultural education is advised by a committee that is representative of all agricultural interests of the community.
 - 2) Minimum Standards:

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- A) The school shall establish an agricultural advisory committee whose membership shall consist of representatives of the agriculture industries operating in the community. The committee shall meet at least once a year to advise the school on the program being offered.
- B) Meeting minutes and a list of advisory council members are kept on file by the local entity, school, or area career center.
- h) Goal 8:
- 1) Objective: The agricultural education teacher is involved in assessing the areas needed for literacy and agricultural education for the prekindergarten through adult audiences and provides or assists in providing programs to meet the needs identified in the community.
- 2) Minimum Standards: The agricultural education teacher assists in the coordination of agricultural education awareness and agriculture literacy activities for prekindergarten through adult audiences.
- i) Goal 9:
- 1) Objective: The agricultural education program is actively developing the engagement of middle school students in AFNR coursework, SAE Programs, and the National FFA Organization.
- 2) Minimum Standard: The agricultural education program of instruction offered includes courses for middle school students equal to at least ten percent of the local full-time equivalent work load.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.230 Quality Indicators

Each quality indicator is intended to measure an applicant's achievement of the goal to which it applies. (See Section 75.220 ~~of this Part.~~) The application for funding required under Section 75.250 ~~of this Part~~ shall list the specific quality indicators to be considered in a given funding cycle and their values, which shall range from 0 to 10. The total value of an individual

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application shall be considered on a 100 percent basis. That is, the percentage of the total represented by any quality indicator will be such that the total percentages of all quality indicators equal 100 percent.

- a) Goal 1: Not to exceed 30 percent of the total value available. Include, at a minimum, consideration of the teacher's affiliation with professional organizations, length of employment, leadership activities, professional development and other continuing education activities, college-level teaching or mentoring, and industry recognized credentials taught or utilized in the curriculum. ~~"highly qualified" status as determined under 23 Ill. Adm. Code 25.Appendix D (Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances).~~
- b) Goal 2: Not to exceed 10 percent of the total value available. Include, at a minimum, maintenance of student portfolios ~~and/or~~ career plans, provision of accommodations for students with disabilities or other special needs, and assistance raising students' awareness about agricultural careers or postsecondary agricultural education.
- c) Goal 3: Not to exceed 25 percent of the total value available. Include, at a minimum:
 - 1) acceptance of at least one AFNR ~~agriculture~~ course to meet high school graduation requirements;
 - 2) State-approved courses, as defined in Section 75.220 ~~of this Part~~, that are offered separately or as part of other coursework;
 - 3) curriculum planning and course integration aligned to the Illinois State Goals for Learning (23 Ill. Adm. Code 1.Appendix D) and supportive of the applicant's School Improvement Plan;
 - 4) articulation with or provisions for dual credit with postsecondary institutions;
 - 5) inclusion of technology-based instruction, recruitment activities and career development events;
 - 6) use of standardized instructional and assessment systems;

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- 7) credentials that are earned by students as part of enrollment in or completion of agricultural education courses; and
- 8) teacher participation in international activities, the purpose of which is directly related to AFNR agriculture, as evidenced by an itinerary, certification of participation, correspondence from activity organizers, etc., presented as part of the application.
- d) Goal 4: Not to exceed 25 percent of the total value available. Include, at a minimum, involvement in supervised agricultural experience programs that include classroom instruction, independent study, applied learning experiences, and record-keeping activities, starting in the first semester of the school year. Experiences; experiences may include award and degree contests and agricultural education fairs or exhibits.
- e) Goal 5: Not to exceed 25 percent of the total value available. Include, at a minimum, instruction and activities specific to leadership development and participation of the agricultural education teacher and program in various activities and programs of a locally, State or nationally sponsored FFA organization or related agricultural organizations.
- f) Goal 6: Not to exceed 15 percent of the total value available. Include, at a minimum;
- 1) classroom space of at least 600 square feet and adjacent laboratory facilities and equipment suitable for a range of agriculture specialties (e.g., plant, animal, mechanics, computer, greenhouse, aquaculture, landscape, garden, and agricultural science laboratories~~agri-science~~);
 - 2) suitable office and storage space;
 - 3) inventory of equipment and designation of equipment;
 - 4) program budget; and
 - 5) receipt of grant resources other than a grant received under this Subpart B.

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- g) Goal 7: Not to exceed 15 percent of the total value available. Include, at a minimum, an agricultural advisory committee that meets at least twice a year, conducts programmatic reviews in conjunction with the school administration, and provides written recommendations about the program to the district.
- h) Goal 8: Not to exceed 15 percent of the total value available. Include, at a minimum, activities specific to enhancing prekindergarten through grade 12 students' awareness about and career exploration in AFNR agriculture (e.g., fairs and expositions, job-shadowing); and offering adult community education; ~~and offering courses in grades 7 and 8, with National FFA Organization membership.~~
- i) Goal 9: Not to exceed 10 percent of the total value available. Include, at a minimum, activities specific to middle school participation in agricultural education activities.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.240 Determination of Individual Grant Allocations

Individual grant allocations shall be determined by the applicant's achievement of one or more of the minimum standards and of one or more of the quality indicators established for each standard the applicant achieves. (See Sections 75.220 and 75.230 ~~of this Part.~~)

- a) Programs in operation for three or more years
 - 1) The grant allocation to which each eligible applicant is entitled shall be determined no later than September 15 of each fiscal year.
 - 2) A multiplier shall be used to weight each quality indicator that the applicant has achieved and for which achievement has been verified by State Board of Education staff through the application review process.
 - 3) A dollar value for the multiplier shall be calculated by dividing the appropriation for the funding year by the total value of all quality indicators claimed and verified in the applications received as of the due date specified in Section 75.250 ~~of this Part.~~
 - 4) To determine an individual applicant's grant allocation, the dollar value of the multiplier shall be multiplied by the total value of quality indicators

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that the applicant has achieved and State Board of Education staff has verified.

- b) All programs in operation for two years or fewer shall receive a flat grant, the amount of which shall be set forth in the application for each funding cycle. An applicant's achievement of any of the minimum standards and quality indicators shall not affect the amount to which it is entitled.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.250 Application Procedure

The grant application is a measure of the components of a high-quality agricultural education program that the applicant currently has in place, and it is intended to help the applicant identify areas in which the program can be enhanced and improved.

- a) The State Superintendent of Education shall provide the electronic application format for the agricultural education incentive grant.
- b) The application shall be completed by the applicant's agricultural education teachers and submitted to the State Board of Education's Department of CTE and Innovation ~~Division of Career and Technical Education~~ no later than July 15. The application shall contain:
 - 1) an indication of the applicant's achievement, in the year previous to the year for which funding is requested, of one or more of the minimum standards and of one or more of the accompanying quality indicators for the minimum standard achieved;
 - 2) evidence or other documentation of the applicant's achievement of any standard or quality indicator, which shall be kept on file and provided to the staff of the State Board of Education's Department of CTE and Innovation ~~Division of Career and Technical Education~~ upon request; and
 - 3) such certifications, assurances, and program-specific terms of the grant required by GATA or other applicable statutes or rules as the State Superintendent may require ~~(also see Section 75.260 of this Part)~~.

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- c) No later than October 15, the applicant shall submit to the Department of CTE and Innovation~~Division of Career and Technical Education~~ a budget description for the grant year that will be based either on the applicant's grant allocation or flat grant amount for programs in operation for two years or fewer. (See Section 75.240 ~~of this Part.~~) The budget description shall at least list for each line item a detailed explanation of each expenditure.
- 1) Allowable expenditures include, but are not limited to, activities that support the improvement of instruction or program improvements (e.g., curriculum development, classroom and laboratory equipment, instructional supplies, software or online subscriptions, textbooks, professional development, field support services, program coordination, including affiliation fees, and pilot projects and lodging for the Illinois Association of Vocational Agriculture Teachers (IAVAT) Conference. Mileage may be charged to the grant only for travel associated with supervised agricultural experience visits. The rate of reimbursement will be specified in the application.
 - 2) Nonallowable expenditures include, but are not limited to:
 - A) teacher professional organization or union dues; college tuition; ~~purchase of agricultural inputs (e.g., crop, animal);~~
 - B) operation, maintenance, or repair costs of school laboratory machines and implements;
 - C) utilities (e.g., heating, cooling, telephone);
 - D) ordinary, non-specialized classroom furniture; and
 - E) food and lodging, other than food and lodging for the IAVAT Conference (see Section 75.250(c)(1)).
 - 3) No more than 50 percent of the applicant's allocation shall be expended for teacher extended contracts (i.e., those that exceed nine months) or stipends, and no more than ~~25~~40 percent of the allocation shall be expended for consumables. Consumable items shall include, but are not limited to, ink cartridges, soil, seed, plants, plant pots, fertilizer, animals, feed, lab supplies, welding rods, and utilities.

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- d) Applicants may be requested to clarify various aspects of their proposals. The content of the approved proposal shall be incorporated into a grant agreement to be signed by the applicant's authorized representative and the State Superintendent of Education or designee.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.260 Terms of the Grant

- a) The grantee shall maintain on file documentation specific to its achievement of each quality indicator set forth on the application for funding; the documentation shall be made available for programmatic review and auditing purposes. Up to 10 percent of grantees receiving funding under this Subpart CB in each fiscal year may be selected for an on-site review ~~and~~/or audit.
- b) In the event that the grantee closes its agricultural education department, all instructional materials, tools and equipment purchased with funds provided under this Subpart CB shall be relocated by the grantee's Education for Employment Regional Delivery System to other agricultural education programs located in that system upon approval of the State Superintendent of Education or designee.
- c) No subcontracting will be allowed without the prior written approval of the State Superintendent of Education.
- d) Each grantee shall complete electronically a final performance report that summarizes the grant activities completed during the term of the grant and the accomplishments achieved. The report shall be completed no later than 90 days after the end of the grant period. Funding in any subsequent grant period shall not be approved until the performance report is received.
- e) A grantee that employs any teacher who holds an educator license with stipulations endorsed for provisional career and technical educator shall ensure that the teacher submits documentation to the State Board of Education of ~~the~~his ~~or her~~ completion, during the validity period of the license, of the coursework ~~that~~ is required under 23 Ill. Adm. Code 25.72 (Endorsement for Provisional Career and Technical Educator).

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

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SUBPART D: INCENTIVE GRANTS FOR AGRICULTURAL
TEACHER PREPARATION PROGRAMS**Section 75.300 Purpose and Eligible Applicants**

This Subpart ~~D~~C establishes the application procedure and criteria for the allocation of grant funds under Section 2-3.80 of the School Code to regionally accredited institutions of higher education or not-for-profit entities that offer teacher preparation programs in agricultural education approved pursuant to 23 Ill. Adm. Code 25 (Educator Licensure).

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.310 Program Goals and Minimum Standards

This Section presents the goals for teacher preparation programs in agricultural education and the accompanying minimum standards of each that are associated with high-quality preparation programs.

a) Goal 1:

- 1) Objective: A continuing program of recruitment is undertaken to ensure that a sufficient number of competent agricultural education teachers are prepared to meet the demand for new teachers in Illinois.
- 2) Minimum Standards:
 - A1) A program is offered in which students may transfer credit earned in agricultural education coursework from other postsecondary institutions.
 - B2) Each student who progresses to student teaching must have a 3.5 grade point average on a 5.0 scale or a 2.5 grade point average on a 4.0 scale.
 - C3) A minimum of one faculty member of the program is responsible for recruitment of students, including women and minorities, for the agricultural education teacher preparation program, as outlined

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in a written recruitment plan developed in conjunction with the program advisory committee.

- b) Goal 2:
- 1) Objective: Practicing professionals and outstanding undergraduate students in AFNRagriculture are identified, selected and supported to develop their leadership potential through master's and, when appropriate, doctoral study in numerous areas of need in AFNRagriculture.
 - 2) Minimum Standards: Graduate-level credit is awarded to students seeking advanced degrees in agricultural education through courses ~~and/or~~ workshops taught by agricultural education faculty.
- c) Goal 3:
- 1) Objective: ~~Agricultural~~~~The agricultural~~ education faculty have regular contact with students majoring in agricultural education to ensure that they are progressing in their degree program and toward obtaining teacher licensure. ~~Faculty; faculty~~ answer questions and solve problems of currently enrolled students and provide counsel to prospective students for a degree program in agricultural education.
 - 2) Minimum Standards: All students enrolled in agricultural education are advised by agricultural education faculty.
- d) Goal 4:
- 1) Objective: Students preparing to teach AFNRagriculture are knowledgeable about a variety of teaching methods prior to beginning the student teaching experience. Teacher quality is demonstrated by technical and professional competence. Teacher preparation graduates must possess a well-developed repertoire of teaching skills.
 - 2) Minimum Standards:
 - A±) A methods course in teaching agriculture is required prior to beginning the student teaching experience.

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- ~~B2)~~ A minimum of 12 weeks is spent student teaching under the guidance of a cooperating teacher who meets the requirements set forth in Section 75.210(d) ~~of this Part~~ and 23 Ill. Adm. Code 25.620 (Student Teaching).
- ~~3)~~ ~~Adult education principles are taught as a part of a required agricultural education course.~~
- e) Goal 5:
- 1) Objective: Students preparing to teach ~~AFNR~~agriculture are technically competent in their specialty teaching area.
- 2) Minimum Standards:
- ~~A4)~~ All agricultural education graduates must complete at least 40 hours of agricultural courses. Agricultural courses shall be those directly relating to technical industry knowledge in Agriculture, Food, and Natural Resources as well as those relating to the teaching of agricultural concepts to classes, groups, and organizations.
- ~~B2)~~ Chemistry/physical sciences and biology/life science courses are required for agricultural education students.
- f) Goal 6:
- 1) Objective: The agricultural education staff provides a clearinghouse and counseling service for graduating seniors and other newly qualified agricultural education teachers to ensure that the highest proportion of newly trained teachers are placed in agricultural teaching positions.
- 2) Minimum Standards: One agricultural education faculty member is responsible for coordinating activities for placing agricultural education teachers into jobs; these activities include maintaining an up-to-date list of agricultural education teacher positions in Illinois in cooperation with other teacher preparation institutions offering agricultural education.
- g) Goal 7:

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- 1) Objective: Professional development activities are available for all agricultural education students and faculty as an integral part of their academic program.
 - 2) Minimum Standards:
 - A1) An agricultural education student organization is integrated into the instructional program and is available to all students majoring in agricultural education.
 - B2) Faculty are involved in scholarly and professional activities and/or participate in organizations related to teacher training leadership, technical training, ~~and/or~~ dissemination of research results.
- h) Goal 8:
- 1) Objective: Agricultural education students understand the importance of and are able to assist high school students in developing and carrying out supervised agricultural experience programs (including maintaining records).
 - 2) Minimum Standards:
 - A1) All ~~pre-service teachers~~~~student teachers~~ receive instruction about the requirements for obtaining the employment certification that a student may need to perform specific workplace learning activities.
 - B2) All agricultural education students receive instruction in planning, developing, implementing and evaluating supervised agricultural experiences, which include record-keeping methods, in a required agricultural education course.
- i) Goal 9:
- 1) Objective: Agricultural education students are knowledgeable about the National FFA Organization and its use as an integral part of a complete agricultural education program, as well as the role of the FFA advisor.

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- 2) Minimum Standards:
- A1) Agricultural education students participate in at least two FFA events prior to the completion of their student teaching.
 - B2) All students develop a program of activities for an FFA chapter prior to the completion of their student teaching.
 - C3) All students assist in completing FFA degree and award applications prior to the completion of student teaching.
 - D4) Agricultural education faculty attend the State and national FFA conventions.
- j) Goal 10:
- 1) Objective: Students in agricultural education programs understand the role of and gain experience in leading an agricultural advisory committee.
 - 2) Minimum Standards:
 - A1) Methods and strategies for organizing and using advisory committees is part of the instruction offered in a course required for agricultural education.
 - B2) All ~~pre-service teachers~~ student teachers observe and participate in at least one agricultural advisory committee during their student teaching. Pre-service teacher observation and participation in their respective University Agricultural Education Advisory Committee meeting must meet this minimum standard requirement.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.320 Quality Indicators

Each quality indicator is intended to measure an applicant's achievement of the goal to which it applies. (See Section 75.310 ~~of this Part.~~) The application for funding required under Section 75.340 ~~of this Part~~ shall list the specific quality indicators to be considered in a given funding cycle and their values, which shall range from 0 to 10. The total value of an individual

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application shall be considered on a 100 percent basis. That is, the percentage of the total represented by any quality indicator will be such that the total percentages of all quality indicators equal 100 percent.

- a) Goal 1: Not to exceed 15 percent of the total value available. Include, at a minimum:
 - 1) provision of scholarships for agricultural teacher preparation programs;
 - 2) communication with teachers in high schools and community colleges (e.g., newsletters, website, brochures);
 - 3) speaking engagements involving representatives of the agricultural teacher preparation program and high school students;
 - 4) on-campus recruitment activities for high school students; and
 - 5) receipt of a grant under Subpart A ~~of this Part~~.

- b) Goal 2: Not to exceed 10 percent of the total value available. Include, at a minimum:
 - 1) graduate assistantships for students specializing in teacher preparation;
 - 2) enrollment of students in the graduate agricultural education program;
 - 3) graduate courses (other than online courses) that complement schedules of secondary teachers of agriculture;
 - 4) a master's of education program and additional coursework leading to an endorsement in agricultural education; and
 - 5) online coursework in agricultural education that is available to graduate students.

- c) Goal 3: Not to exceed 10 percent of the total value available. Include, at a minimum:

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- 1) assignment to each agricultural education faculty of no more than 25 undergraduates;
 - 2) interview conducted by a panel prior to each student beginning ~~his or her~~ student teaching; and
 - 3) qualification of graduates being eligible for dual endorsements (i.e., in agriculture and another subject area) due to the faculty providing candidates with information about endorsement options and requirements.
- d) Goal 4: Not to exceed 25 percent of the total value available. Include, at a minimum:
- 1) requiring student teachers to develop a minimum of one lesson plan a week, ~~provide instruction to at least one adult education class, and~~ participate in at least three cooperative ~~teaching~~ learning experiences (including, but not limited to, teaching with community college instructors, agricultural extension personnel, agricultural commodity groups, agricultural literacy project coordinators, or farm organizations) during their student teaching component;
 - 2) faculty observation and evaluation of student's teaching, with results shared with the student teacher (at least three half-day visits with at least one on-site to the site required);
 - 3) developing teaching skills related to online and other electronic learning; information about the structure of Illinois' agricultural education system integrated into a required agricultural education course; and
 - 4) activities available to all students related to assessing community needs, developing lesson plans for cooperative teaching with nonagricultural education staff, and designing a sequential course of study in an agricultural field.
- e) Goal 5: Not to exceed 10 percent of the total value available. Include, at a minimum:

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- 1) completion of at least one course in each technical agricultural education field (i.e., agronomy, animal science, horticulture, agricultural business and agricultural mechanics technology);
 - 2) credit provided for technical internships in AFNR agriculture; and
 - 3) completion by graduates of requirements necessary to obtain an endorsement on a professional educator license for agricultural education and for a related science or mathematics field of study, as identified in the application for funding.
- f) Goal 6: Not to exceed 10 percent of the total value available. Include, at a minimum:
 - 1) conferences at least annually for supervisors of student teachers focused on their roles and responsibilities;
 - 2) requiring students to develop professional portfolios;
 - 3) maintaining placement records of graduates in the agricultural education files; and
 - 4) placement of at least 40 percent of graduates in teaching positions at secondary or postsecondary institutions.
- g) Goal 7: Not to exceed 25 percent of the total value available. Include, at a minimum:
 - 1) ensuring agricultural education students are members of the Illinois Association of Vocational Agriculture Teachers (IAVAT) Student Branch, and that they demonstrate commitment to professionalism, as evidenced by their participation in various professional activities (e.g., IAVAT Student Branch conference, Central States Research Conference, Alpha Tau Alpha Student Teacher Conference, Intra-University Student Teacher Exchange); and
 - 2) faculty members also attend and participate in professional conferences and meetings (i.e., IAVAT annual conference, Central States Research

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Conference and Illinois Team Ag Ed meetings) and connect to instruction at the secondary level.

- h) Goal 8: Not to exceed 15 percent of the total value available. Include, at a minimum, that ~~pre-service~~student teachers, during their clinical and student teaching experiences, conduct supervised agricultural experience visits (e.g., outside of the school), provide instruction relative to supervised agricultural experience record-keeping, plan and develop a school-based supervised agricultural experience for their students, and participate in National FFA Organization proficiency award judging beyond the local chapter level. Instruction; ~~instruction~~ about agricultural-based supervised agricultural experiences is integrated into a required agricultural education course at the postsecondary level.
- i) Goal 9: Not to exceed 15 percent of the total value available. Include, at a minimum:
- 1) ~~student teachers'~~ attendance at State ~~or~~ national FFA conventions and at least three leadership and/or career development events;
 - 2) agricultural education students' completion of award applications specified in the application for funding; and
 - 3) students' membership in post-secondary agriculture organizations ~~Collegiate FFA and/or National Postsecondary Agricultural Student Organization~~.
- j) Goal 10: Not to exceed 10 percent of the total value available. Include, at a minimum, an advisory committee of the agricultural teacher preparation program that meets at least two times a year and has representation of agricultural organizations, agricultural business and industry, teachers and a student teacher, and produces an annual report that includes recommendations to be given to the teacher preparation program and presented at the annual IAVAT conference.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.330 Determination of Individual Grant Allocations

Individual grant allocations shall be determined as set forth in Section 75.240(a) ~~of this Part~~.

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(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.340 Application Procedure

Applications shall be submitted in accordance with the procedures set forth in Section 75.250 of ~~this Part~~, except that the applicant shall submit a budget summary and payment schedule and a budget description that includes a detailed explanation of each expenditure.

- a) Allowable expenditures must relate directly to the agricultural education program or support of pre-service agriculture education teachers. This and that includes, but is not limited to, activities that support the improvement of instruction or program improvements (e.g., purchased professional services, registration and travel for professional events, temporary or overtime salaries, instructional materials, and equipment and software).
- b) Indirect costs are ~~not allowed~~ for colleges and universities provided that under no circumstance shall the indirect cost rate exceed 8 percent.
- c) No more than 50 percent of the applicant's allocation shall be expended for extended contracts (i.e., those that exceed nine months) or stipends, and no more than 30 percent of the allocation shall be expended for travel expenses (e.g., mileage, lodging) other than for student visits.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.350 Terms of the Grant

- a) The grantee shall maintain on file documentation specific to its achievement of each quality indicator set forth on the application for funding. The documentation shall be made available for programmatic review and auditing purposes. Up to 25 percent of grantees receiving funding under this Subpart ~~D~~ in each fiscal year may be selected for an on-site review ~~and/or~~ audit.
- b) In the event that the grantee discontinues its agricultural teacher preparation program, all instructional materials, tools and equipment purchased with funds provided under this Subpart ~~D~~ shall be relocated by the State Board of Education to other agricultural teacher preparation programs in the State.

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- c) No subcontracting will be allowed without the prior written approval of the State Superintendent of Education.
- d) Activities shall be supported by funding under this Subpart ~~DC~~ only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the grantee. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart ~~DC~~.
- e) No later than 20 days after the end of the grant period, each grantee shall submit a final narrative report, in a format specified by the State Superintendent of Education, regarding the services and activities provided and their impact on the agricultural teacher preparation program.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

SUBPART E: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

Section 75.400 Purpose and Objectives

- a) This Subpart ~~ED~~ establishes the application procedure and criteria for award of one or more grants to eligible applicants for the following purposes, set forth in Section 2-3.80(d) of the School Code:
 - 1) *development of a curriculum and strategy for the purpose of establishing a source of trained and qualified individuals in agriculture;*
 - 2) *a strategy for articulating the State program in agricultural education throughout the public school system; and*
 - 3) *a consumer education outreach strategy regarding the importance of agricultural education in Illinois.*
- b) In order to facilitate and coordinate agricultural education programs offered in public elementary and secondary schools in Illinois, projects funded under this Subpart ~~ED~~ shall meet at least the following objectives:
 - 1) implementation of agricultural education initiatives as part of career and technical education through the use of a sufficient number of qualified

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professional and support staff; (including designation of a director); who are located in identified regions of the State that at least include representation in each of the five districts established by the Illinois Association of Vocational Agriculture Teachers (see <https://www.ilaged.org/IAVAT> ~~http://isbe.net/career/pdf/iavat_dist_map.pdf~~);

- 2) review of existing or development of new curriculum and assessments, ensuring alignment to the Illinois Learning Standards ~~State Goals for Learning~~.
 - A) Agricultural education curriculum and assessments will be evaluated, revised, as needed, and disseminated to programs and teachers in prekindergarten through grade 12, as applicable; and
 - B) Professional learning ~~inservice training~~ will be provided to assist teachers with planning, developing and implementing the resources ~~materials~~ using currently available technology;
- 3) coordination of statewide consumer education outreach initiatives with a focus on agriculture (including urban agriculture and community food systems) and designed to increase literacy in and awareness of agriculture at all grade levels;
- 4) coordination of a statewide system of professional learning ~~development~~ and provision of on-site technical assistance for agricultural education teachers at all grade levels;
- 5) coordination of the identification, compilation and dissemination of information and resources that include data collection from agricultural education programs (including information relating to student participation in SAE programs) and maintenance of the agriculture education ~~agriculture~~ website found at www.ilaged.org; ~~and~~
- 6) coordination of efforts between the business community and educators to improve agricultural education;:-
- 7) coordination of statewide recruitment strategies and retention initiatives for agricultural education teachers; and

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- 8) coordination of statewide contracts when economically advantageous for agricultural education programs.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.410 Eligible Applicants

Eligible applicants under this Subpart ~~ED~~ are public-community colleges and universities that offer an agricultural program of study, Regional Offices of Education, Intermediate Service Centers, and nonprofit organizations. ~~For purposes of this Subpart D, an "agricultural program of study" is one that offers a series of courses in agriculture, foods or natural resources that may be transferred to other universities or enables a student to pursue either a minor or major concentration in one of those areas of study.~~

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.420 Application Procedure for Initial Proposals

Programs established under this Subpart ~~ED~~ shall be funded for a three~~five~~-year period. Funding in each year subsequent to the initial grant year is subject to a sufficient appropriation for the program and satisfactory progress of the grantee in the previous grant year. (See Section 75.435 of this Part.)

- a) When State funding is expected to be available under this Subpart ~~ED~~ for a given fiscal year, the State Superintendent of Education shall issue a request for proposals to eligible entities. This request shall:
- 1) indicate the amount or expected amount of the appropriation for the program and the expected range for grant awards;
 - 2) describe the required content and format of proposals and identify the services and activities that will receive priority consideration for funding, if applicable;
 - 3) identify the data that recipients will be required to collect and report regarding the services and activities conducted with the funds provided and the results of those services and activities, as well as the timelines for reporting;

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- 4) identify the categories of allowable expenditures and require the submission of a budget summary and payment schedule, completed on the forms provided, as well as a narrative budget description that provides a detailed explanation of each line item of expenditure;
 - 5) include the information to be provided regarding any subcontractors proposed to provide services or conduct activities;
 - 6) include certifications, assurances, and program-specific terms of the grant that the State Superintendent may require (also see Section 75.440 ~~of this Part~~); and
 - 7) indicate the deadline for submission of proposals, which shall provide applicants with at least 30 days in which to respond.
- b) Each proposal shall be signed by an authorized representative of the applicant entity.
 - c) Applicants may be requested to clarify various aspects of their proposals. The content of the approved proposal shall be incorporated into a grant agreement to be signed by the applicant's authorized representative and the State Superintendent of Education or designee.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.430 Criteria for the Review of Initial Proposals; Allocation of Funds

Proposals submitted for funding under this Subpart D shall be evaluated in accordance with the following criteria.

- a) Quality of the Plan (80 points)
 - 1) The proposed professional development and technical assistance activities appear likely to accomplish the purposes and objectives set forth in Section 75.400 ~~of this Part~~. The approaches selected are comprehensive in scope and will provide effective and relevant professional development and technical assistance activities.

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- 2) The proposal demonstrates an understanding of the agriculture, food and natural resource industry, generally, and of agricultural education in prekindergarten through adult, specifically. The services and activities that are proposed will be accessible to teachers and others throughout the State.
 - 3) Sufficient evidence is presented of the applicant's capabilities to review, modify, and develop, as needed, agricultural education curriculum and other instructional resources designed to improve and enhance the quality of agricultural education programs. Understanding of the relationship of agricultural education to the Illinois Learning Standards~~State Goals for Learning~~ is evident.
 - 4) Skills related to website management are clearly articulated and adequate for maintaining and updating, as needed, the Facilitating Coordination in Agricultural Education (FCAE) website (www.ilaged.org) and support content for the State Board of Education's agricultural education web page.~~State Board of Education's agricultural education website.~~
 - 5) The qualifications of staff and any proposed subcontractors demonstrate extensive experience in delivering the services and activities proposed. The applicant has presented convincing evidence of its ability to manage large-scale programs on a statewide or comparable basis.
 - 6) The evaluation strategies are likely to gauge the effectiveness of the services provided and measure the impact that the activities will have on agricultural education statewide, while yielding sufficient data that can be used to improve agricultural education through the project.
 - 7) The applicant proposes innovative use of existing resources, leveraging a variety of State and local resources in delivering and coordinating its activities and work.
- b) Cost-Effectiveness (20 points)
The proposal represents a cost-effective use of State resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers to be served and the services to be provided, and sufficient evidence is presented of the applicant's financial stability.

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- c) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education in a particular RFP.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.435 Application Content and Approval for Continuation Programs

- a) Each grantee's eligibility to receive funding during the grant period in each year following the grantee's initial receipt of funding shall be contingent upon the submission of:
- 1) a description of activities undertaken to date and any other information required to be reported, demonstrating that the project has been implemented in conformance with the grant agreement;
 - 2) an updated project narrative that discusses the services and activities for which the funding will be used and a rationale for the activities to be undertaken;
 - 3) an updated budget summary and payment schedule for the coming fiscal year, including a narrative budget description;
 - 4) information about any subcontractors proposed to provide services or conduct activities; and
 - 5) signed certifications, assurances, and program-specific terms of the grant, as applicable to the renewal period.
- b) A program established under this Subpart ~~ED~~ shall be approved for continuation, provided that:
- 1) a need continues to exist for the program, as evidenced by the proposed number of secondary agricultural education programs whose needs are not currently being met;
 - 2) the activities and services proposed will be effective in facilitating curriculum development, ensuring the availability of trained and qualified individuals in agriculture, articulating the State program in agricultural

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education throughout the public school system and raising awareness about the importance of agricultural education in Illinois;

- 3) the proposed budget is cost-effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided; and
- 4) in the year previous to the continuation application, the applicant complied with the terms and conditions of any grant it received pursuant to this Subpart ED.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.440 Terms of the Grant

- a) Subcontracting is allowed with prior written approval of the State Superintendent of Education.
- b) Activities shall be supported by funding under this Subpart ED only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the grantee. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart ED.
- c) The grantee shall submit a mid-term report and final narrative report regarding the services and activities provided and their impact on agricultural education in a format and according to timelines specified by the State Superintendent of Education or designee. The final report shall include either one copy of printed materials developed through the project or electronic access to those materials.
- d) The grantee shall designate a project director, who will have responsibility for:
 - 1) coordinating all grant activities with staff in the State Board of Education's Department of CTE and Innovation~~Division of Career and Technical Education~~, which shall include attendance at monthly project meetings with the agency's AFNR Education principal~~head agriculture consultant~~; and

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- 2) the preparation, submission and maintenance of all written project documentation, including, but not limited to, budget amendments, mid-year and final reports, expenditure reports and other information related to personnel.
- e) The grantee shall be required to attend the meetings of the Illinois Leadership Council for Agricultural Education and the Illinois Committee for Agricultural Education established pursuant to Section 2-3.80 of the School Code.
- f) Funds may not be used for out-of-state travel unless first approved by the State Board of Education at least 30 days in advance of the first day of travel. Requests for approval shall contain the name or description of the function that personnel will be attending, number of travelers, projected cost, dates of travel and benefit to the project. Out-of-state travel will be approved only if it is related to or benefits the project.
- g) The initial RFP and each continuation application shall specify the specific indirect cost rate to be used for the grant period, provided that in no case shall the indirect cost rate exceed 8 percent.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

SUBPART F: AGRICULTURAL EDUCATION TEACHER
THREE CIRCLE GRANT PROGRAM (FFA and SAE)

Section 75.500 Definitions (Repealed)

~~"Approvable Agricultural Education Program at the Middle School Level" means an agricultural education program that includes at least one State approved introductory agricultural education course with an appropriately licensed teacher in an agricultural education career pathway that connects to a secondary program. This introductory course shall include a career exploration component with SAE as a part of instruction. A middle school program shall also connect either to a stand-alone middle school or a secondary FFA chapter.~~

~~"Curricular/Intra-curricular Related Activities" means activities that are connected to the classroom instruction. Grant funds shall only be used to support activities related to the classroom outside of the regularly scheduled teaching duties for the benefit of agricultural education. Examples of these activities include, but are not~~

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~~limited to, professional development, professional organization conferences, curriculum development or improvement, and classroom and laboratory facilities maintenance. The recommended maximum level of activity for this component is 16 days or 128 hours.~~

~~"FFA" means a State and federally recognized career and technical student organization for students in State approved agricultural education programs. (Formerly known as Future Farmers of America, now the National FFA Organization.)~~

~~"FFA Activities" means those activities that demonstrably relate to the intra-curricular nature of the career and technical student organizations and focus on premiere leadership, personal growth and/or career success. Examples of these activities include leadership training or events, community service or education activities, career development event preparation or competitions, chapter program management, program/chapter recruitment and marketing activities, alumni meetings and professional events, program fundraising events, and public events related to agricultural education. The recommended minimum level of activity for this component is 17 days or 136 hours.~~

~~"Full Time Teacher" means an agricultural education teacher with at least a nine-month (180 day) contract based on an eight hour day when the teacher is teaching at least one approved agricultural education class.~~

~~*"New Agricultural Education Program" means an agricultural education program approved by the State Board of Education in a school district that has not had an agricultural education program for a period of 10 years or more prior to the date of application for a grant.*~~

~~*"Personal Services Cost" means the cost (salary and benefits) of a teacher providing 60 additional days, which shall mean 400 additional hours, outside the teacher's regularly scheduled teaching duties for the benefit of agricultural education. The 400 additional hours shall be any activity that is to the benefit of agricultural education, as defined by the State Board in in this Subpart E, regardless of the time of year the activity occurs. [105 ILCS 5/2-3.80b(a)]*~~

~~"School Code" means 105 ILCS 5-~~

~~"School District" means a public school district or area vocational center.~~

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~~"Supervised Agricultural Experience" or "SAE" means activities that are work-based learning activities such as degree/award preparation, SAE visits, record book instruction, training or assistance. The recommended minimum level of activity for this component is 17 days or 136 hours.~~

~~"Three Circle Model" means a model used to identify the central components of an agricultural education program. The central components are:~~

~~Classroom/laboratory instruction: Including contextual, inquiry-based instruction and learning.~~

~~FFA: Fostering the development of premiere leadership, personal growth, and career success through engagement in its programs and activities.~~

~~SAE: Including experiential, service and work-based learning.~~

~~"Work-based Learning" means an activity or interaction among the teacher, student and/or employer or industry representative who provides experience related to an agricultural career interest. Work-based learning includes, but is not limited to, SAEs, job shadowing, internships, apprenticeships, school-based enterprises, industry-led projects and challenges or competitions.~~

(Source: Repealed at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.510 Purpose and Objectives

This Subpart ~~FE~~ establishes the application procedure and criteria for the allocation of formula grant funds to eligible school districts and area ~~career/vocational~~ centers created pursuant to Section 10-22.31a of the School Code to support personal service costs of teachers' time spent outside the regularly scheduled teaching duties in order to expand and improve their ability to carry out activities based on the three circle model for agricultural education.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

Section 75.520 Eligible Applicants

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Eligible applicants under this Subpart ~~FE~~ shall be Illinois school districts and area vocational centers created pursuant to Section 10-22.31a of the School Code that employ full-time middle or secondary school teachers in a State approvable agricultural education program, as defined by Section 75.210, or ~~in~~is an approvable middle school program.

(Source: Amended at 45 Ill. Reg. 16012, effective December 1, 2021)

SUBPART G: AGRICULTURAL EDUCATION
PRE-SERVICE TEACHER INTERNSHIP PROGRAM

Section 75.600 Definitions (Repealed)

~~"ACTE" means the Association of Career and Technical Education.~~

~~"Illinois Agricultural Company" means any company in this State that has an interest in the agricultural industry, as determined by the pre-service teaching student's public university.~~

~~"Pre-service Teaching Student" means a student who:~~

~~is a declared agricultural education major accepted into an approved agricultural teacher education program at a public university in this State;~~

~~has completed at least 30 credit hours; and~~

~~has maintained, at a minimum, a 2.5 cumulative grade point average on a 4.0 scale or its equivalent.~~

~~"School Code" or "Code" means the Illinois School Code [105 ILCS 5].~~

(Source: Repealed at 45 Ill. Reg. 16012, effective December 1, 2021)

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- 1) Heading of the Part: Retailers' Occupation Tax
- 2) Code Citation: 86 Ill. Adm. Code 130
- 3) Section Number: 130.2050 Adopted Action:
Amendment
- 4) Statutory Authority: 35 ILCS 120/12
- 5) Effective Date of Rule: December 3, 2021
- 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 amendment, 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 *Illinois Register*: 45 Ill. Reg. 8009; July 2, 2021
- 10) Has JCAR issued a Statement of Objections to this Rulemaking? No
- 11) Differences between proposal and final version: No changes were made.
- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreement letter issued by JCAR? No changes were proposed by JCAR.
- 13) Will this rulemaking replace an 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>
130.915	Amendment	45 Ill. Reg. 13575; October 29, 2021

- 15) Summary and Purpose of Rule: This amended regulation increases the presumed average cost of free meals provided to employees for purposes of establishing employers' Use Tax liability from \$0.75 to \$3.50 to more accurately reflect true costs. This amended regulation also specifies tax is to be paid at the rate that would have been imposed when the employer acquired the goods from the supplier (generally low rate for groceries as the

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food was not initially purchased as food for immediate consumption), as this would be the taxable moment for these transactions. The presumed average cost of free meals has not been increased since 1977. The new amount was determined by adjusting the old amount for inflation.

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

Alexis K. Overstreet
Associate Counsel
Legal Services Office
Illinois Department of Revenue
101 West Jefferson
Springfield, Illinois 62794

(217) 782-2844

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

DEPARTMENT OF REVENUE

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TITLE 86: REVENUE
CHAPTER I: DEPARTMENT OF REVENUEPART 130
RETAILERS' OCCUPATION TAX

SUBPART A: NATURE OF TAX

Section	
130.101	Character and Rate of Tax
130.105	Responsibility of Trustees, Receivers, Executors or Administrators
130.110	Occasional Sales
130.111	Sale of Used Motor Vehicles, Aircraft, or Watercraft by Leasing or Rental Business
130.115	Habitual Sales
130.120	Nontaxable Transactions

SUBPART B: SALE AT RETAIL

Section	
130.201	The Test of a Sale at Retail
130.205	Sales for Transfer Incident to Service
130.210	Sales of Tangible Personal Property to Purchasers for Resale
130.215	Further Illustrations of Sales for Use or Consumption Versus Sales for Resale
130.220	Sales to Lessors of Tangible Personal Property
130.225	Drop Shipments

SUBPART C: CERTAIN STATUTORY EXEMPTIONS

Section	
130.305	Farm Machinery and Equipment
130.310	Food, Soft Drinks and Candy
130.311	Drugs, Medicines, Medical Appliances and Grooming and Hygiene Products
130.315	Fuel Sold for Use in Vessels on Rivers Bordering Illinois
130.320	Gasohol, Majority Blended Ethanol, Biodiesel Blends, and 100% Biodiesel
130.321	Fuel Used by Air Common Carriers in Flights Engaged in Foreign Trade or Engaged in Trade Between the United States and any of its Possessions
130.325	Graphic Arts Machinery and Equipment Exemption
130.330	Manufacturing Machinery and Equipment

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- 130.331 Manufacturer's Purchase Credit
- 130.332 Automatic Vending Machines
- 130.335 Pollution Control Facilities and Low Sulfur Dioxide Emission Coal-Fueled Devices
- 130.340 Rolling Stock
- 130.341 Commercial Distribution Fee Sales Tax Exemption
- 130.345 Oil Field Exploration, Drilling and Production Equipment
- 130.350 Coal Exploration, Mining, Off Highway Hauling, Processing, Maintenance and Reclamation Equipment
- 130.351 Aggregate Exploration, Mining, Off Highway Hauling, Processing, Maintenance and Reclamation Equipment

SUBPART D: GROSS RECEIPTS

Section

- 130.401 Meaning of Gross Receipts
- 130.405 How to Avoid Paying Tax on State or Local Tax Passed on to the Purchaser
- 130.410 Cost of Doing Business Not Deductible
- 130.415 Transportation and Delivery Charges
- 130.420 Finance or Interest Charges – Penalties – Discounts
- 130.425 Traded-In Property
- 130.430 Deposit or Prepayment on Purchase Price
- 130.435 State and Local Taxes Other Than Retailers' Occupation Tax
- 130.440 Penalties
- 130.445 Federal Taxes
- 130.450 Installation, Alteration and Special Service Charges
- 130.455 Motor Vehicle Leasing and Trade-In Allowances

SUBPART E: RETURNS

Section

- 130.501 Monthly Tax Returns – When Due – Contents
- 130.502 Quarterly Tax Returns
- 130.505 Returns and How to Prepare
- 130.510 Annual Tax Returns
- 130.515 First Return
- 130.520 Final Returns When Business is Discontinued
- 130.525 Who May Sign Returns
- 130.530 Returns Covering More Than One Location Under Same Registration – Separate

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	Returns for Separately Registered Locations
130.535	Payment of the Tax, Including Quarter Monthly Payments in Certain Instances
130.540	Returns on a Transaction by Transaction Basis
130.545	Registrants Must File a Return for Every Return Period
130.550	Filing of Returns for Retailers by Suppliers Under Certain Circumstances
130.551	Prepayment of Retailers' Occupation Tax on Motor Fuel
130.552	Alcoholic Liquor Reporting
130.555	Vending Machine Information Returns
130.560	Verification of Returns

SUBPART F: INTERSTATE COMMERCE

Section	
130.601	Preliminary Comments (Repealed)
130.605	Sales of Property Originating in Illinois; Questions of Interstate Commerce
130.610	Sales of Property Originating in Other States (Repealed)

SUBPART G: CERTIFICATE OF REGISTRATION

Section	
130.701	General Information on Obtaining a Certificate of Registration
130.705	Procedure in Disputed Cases Involving Financial Responsibility Requirements
130.710	Procedure When Security Must be Forfeited
130.715	Sub-Certificates of Registration
130.720	Separate Registrations for Different Places of Business of Same Taxpayer Under Some Circumstances
130.725	Display
130.730	Replacement of Certificate
130.735	Certificate Not Transferable
130.740	Certificate Required For Mobile Vending Units
130.745	Revocation of Certificate

SUBPART H: BOOKS AND RECORDS

Section	
130.801	Books and Records – General Requirements
130.805	What Records Constitute Minimum Requirement
130.810	Records Required to Support Deductions
130.815	Preservation and Retention of Records

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- 130.820 Preservation of Books During Pendency of Assessment Proceedings
130.825 Department Authorization to Destroy Records Sooner Than Would Otherwise be Permissible

SUBPART I: PENALTIES AND INTEREST

- Section
130.901 Civil Penalties
130.905 Interest
130.910 Criminal Penalties
130.915 Criminal Investigations

SUBPART J: BINDING OPINIONS

- Section
130.1001 When Opinions from the Department are Binding

SUBPART K: SELLERS LOCATED ON, OR SHIPPING TO, FEDERAL AREAS

- Section
130.1101 Definition of Federal Area
130.1105 When Deliveries on Federal Areas Are Taxable
130.1110 No Distinction Between Deliveries on Federal Areas and Illinois Deliveries Outside Federal Areas

SUBPART L: TIMELY MAILING TREATED AS TIMELY FILING AND PAYING

- Section
130.1201 General Information
130.1205 Due Date that Falls on Saturday, Sunday or a Holiday

SUBPART M: LEASED PORTIONS OF LESSOR'S BUSINESS SPACE

- Section
130.1301 When Lessee of Premises Must File Return for Leased Department
130.1305 When Lessor of Premises Should File Return for Business Operated on Leased Premises
130.1310 Meaning of "Lessor" and "Lessee" in this Regulation

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SUBPART N: SALES FOR RESALE

Section

- 130.1401 Seller's Responsibility to Determine the Character of the Sale at the Time of the Sale
- 130.1405 Seller's Responsibility to Obtain Certificates of Resale and Requirements for Certificates of Resale
- 130.1410 Requirements for Certificates of Resale (Repealed)
- 130.1415 Resale Number – When Required and How Obtained
- 130.1420 Blanket Certificate of Resale (Repealed)

SUBPART O: CLAIMS TO RECOVER ERRONEOUSLY PAID TAX

Section

- 130.1501 Claims for Credit – Limitations – Procedure
- 130.1505 Disposition of Credit Memoranda by Holders Thereof
- 130.1510 Refunds
- 130.1515 Interest

SUBPART P: PROCEDURE TO BE FOLLOWED UPON
SELLING OUT OR DISCONTINUING BUSINESS

Section

- 130.1601 When Returns are Required After a Business is Discontinued
- 130.1605 When Returns Are Not Required After Discontinuation of a Business
- 130.1610 Cross Reference to Bulk Sales Regulation

SUBPART Q: NOTICE OF SALES OF GOODS IN BULK

Section

- 130.1701 Bulk Sales: Notices of Sales of Business Assets

SUBPART R: POWER OF ATTORNEY

Section

- 130.1801 When Powers of Attorney May be Given
- 130.1805 Filing of Power of Attorney With Department
- 130.1810 Filing of Papers by Agent Under Power of Attorney

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SUBPART S: SPECIFIC APPLICATIONS

Section

- 130.1901 Addition Agents to Plating Baths
- 130.1905 Agricultural Producers
- 130.1910 Antiques, Curios, Art Work, Collectors' Coins, Collectors' Postage Stamps and Like Articles
- 130.1915 Auctioneers and Agents
- 130.1920 Barbers and Beauty Shop Operators
- 130.1925 Blacksmiths
- 130.1930 Chiropodists, Osteopaths and Chiropractors
- 130.1934 Community Water Supply
- 130.1935 Computer Software
- 130.1940 Construction Contractors and Real Estate Developers
- 130.1945 Co-operative Associations
- 130.1946 Tangible Personal Property Used or Consumed in Graphic Arts Production within Enterprise Zones Located in a County of more than 4,000 Persons and less than 45,000 Persons
- 130.1947 Tangible Personal Property Used or Consumed in the Process of Manufacturing and Assembly within Enterprise Zones or by High Impact Businesses
- 130.1948 Tangible Personal Property Used or Consumed in the Operation of Pollution Control Facilities Located within Enterprises Zones
- 130.1949 Sales of Building Materials Incorporated into the South Suburban Airport
- 130.1950 Sales of Building Materials Incorporated into the Illiana Expressway
- 130.1951 Sales of Building Materials Incorporated into Real Estate within Enterprise Zones
- 130.1952 Sales of Building Materials to a High Impact Business
- 130.1953 Sales of Building Materials to be Incorporated into a Redevelopment Project Area within an Intermodal Terminal Facility Area
- 130.1954 Sales of Building Materials Incorporated into Real Estate within River Edge Redevelopment Zones
- 130.1955 Farm Chemicals
- 130.1956 Dentists
- 130.1957 Tangible Personal Property Used in the Construction or Operation of Data Centers
- 130.1960 Finance Companies and Other Lending Agencies – Installment Contracts – Bad Debts
- 130.1965 Florists and Nurserymen
- 130.1970 Hatcheries
- 130.1971 Sellers of Pets and the Like

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- 130.1975 Operators of Games of Chance and Their Suppliers
- 130.1980 Optometrists and Opticians
- 130.1985 Pawnbrokers
- 130.1990 Peddlers, Hawkers and Itinerant Vendors
- 130.1995 Personalizing Tangible Personal Property
- 130.2000 Persons Engaged in the Printing, Graphic Arts or Related Occupations, and Their Suppliers
- 130.2004 Sales to Nonprofit Arts or Cultural Organizations
- 130.2005 Persons Engaged in Nonprofit Service Enterprises and in Similar Enterprises Operated As Businesses, and Suppliers of Such Persons
- 130.2006 Sales by Teacher-Sponsored Student Organizations
- 130.2007 Exemption Identification Numbers
- 130.2008 Sales by Nonprofit Service Enterprises
- 130.2009 Personal Property Purchased Through Certain Fundraising Events for the Benefit of Certain Schools
- 130.2010 Persons Who Rent or Lease the Use of Tangible Personal Property to Others
- 130.2011 Sales to Persons Who Lease Tangible Personal Property to Exempt Hospitals
- 130.2012 Sales to Persons Who Lease Tangible Personal Property to Governmental Bodies
- 130.2013 Persons in the Business of Both Renting and Selling Tangible Personal Property – Tax Liabilities, Credit
- 130.2015 Persons Who Repair or Otherwise Service Tangible Personal Property
- 130.2020 Physicians and Surgeons
- 130.2025 Picture-Framers
- 130.2030 Public Amusement Places
- 130.2035 Registered Pharmacists and Druggists
- 130.2040 Retailers of Clothing
- 130.2045 Retailers on Premises of the Illinois State Fair, County Fairs, Art Shows, Flea Markets and the Like
- 130.2050 Sales and Gifts By Employers to Employees
- 130.2055 Sales by Governmental Bodies
- 130.2060 Sales of Alcoholic Beverages, Motor Fuel and Tobacco Products
- 130.2065 Sales of Automobiles for Use In Demonstration (Repealed)
- 130.2070 Sales of Containers, Wrapping and Packing Materials and Related Products
- 130.2075 Sales To Construction Contractors, Real Estate Developers and Speculative Builders
- 130.2076 Sales to Purchasers Performing Contracts with Governmental Bodies
- 130.2080 Sales to Governmental Bodies, Foreign Diplomats and Consular Personnel
- 130.2081 Tax-Free Purchases By Exempt Entities, Their Employees and Representatives, and Documenting Sales to Exempt Entities, Their Employees and Representatives

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130.2085	Sales to or by Banks, Savings and Loan Associations and Credit Unions
130.2090	Sales to Railroad Companies
130.2095	Sellers of Gasohol, Coal, Coke, Fuel Oil and Other Combustibles
130.2100	Sellers of Feeds and Breeding Livestock
130.2101	Sellers of Floor Coverings
130.2105	Sellers of Newspapers, Magazines, Books, Sheet Music and Musical Recordings, and Their Suppliers; Transfer of Data Downloaded Electronically
130.2110	Sellers of Seeds and Fertilizer
130.2115	Sellers of Machinery, Tools and Special Order Items
130.2120	Suppliers of Persons Engaged in Service Occupations and Professions
130.2125	Discount Coupons, Gift Situations, Trading Stamps, Automobile Rebates and Dealer Incentives
130.2130	Undertakers and Funeral Directors
130.2135	Vending Machines
130.2140	Vendors of Curtains, Slip Covers and Other Similar Items Made to Order
130.2145	Vendors of Meals
130.2150	Vendors of Memorial Stones and Monuments
130.2155	Tax Liability of Sign Vendors
130.2156	Vendors of Steam
130.2160	Vendors of Tangible Personal Property Employed for Premiums, Advertising, Prizes, Etc.
130.2165	Veterinarians
130.2170	Warehousemen

SUBPART T: DIRECT PAYMENT PROGRAM

Section

130.2500	Direct Payment Program
130.2505	Qualifying Transactions, Non-transferability of Permit
130.2510	Permit Holder's Payment of Tax
130.2515	Application for Permit
130.2520	Qualification Process and Requirements
130.2525	Application Review
130.2530	Recordkeeping Requirements
130.2535	Revocation and Withdrawal
130.ILLUSTRATION A	Examples of Tax Exemption Cards
130.ILLUSTRATION B	Example of Notice of Revocation of Certificate of Registration
130.ILLUSTRATION C	Food Flow Chart

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AUTHORITY: Implementing the Illinois Retailers' Occupation Tax Act [35 ILCS 120] and authorized by Section 2505-25 of the Department of Revenue Law [20 ILCS 2505].

SOURCE: Adopted July 1, 1933; amended at 2 Ill. Reg. 50, p. 71, effective December 10, 1978; amended at 3 Ill. Reg. 12, p. 4, effective March 19, 1979; amended at 3 Ill. Reg. 13, pp. 93 and 95, effective March 25, 1979; amended at 3 Ill. Reg. 23, p. 164, effective June 3, 1979; amended at 3 Ill. Reg. 25, p. 229, effective June 17, 1979; amended at 3 Ill. Reg. 44, p. 193, effective October 19, 1979; amended at 3 Ill. Reg. 46, p. 52, effective November 2, 1979; amended at 4 Ill. Reg. 24, pp. 520, 539, 564 and 571, effective June 1, 1980; amended at 5 Ill. Reg. 818, effective January 2, 1981; amended at 5 Ill. Reg. 3014, effective March 11, 1981; amended at 5 Ill. Reg. 12782, effective November 2, 1981; amended at 6 Ill. Reg. 2860, effective March 3, 1982; amended at 6 Ill. Reg. 6780, effective May 24, 1982; codified at 6 Ill. Reg. 8229; recodified at 6 Ill. Reg. 8999; amended at 6 Ill. Reg. 15225, effective December 3, 1982; amended at 7 Ill. Reg. 7990, effective June 15, 1983; amended at 8 Ill. Reg. 5319, effective April 11, 1984; amended at 8 Ill. Reg. 19062, effective September 26, 1984; amended at 10 Ill. Reg. 1937, effective January 10, 1986; amended at 10 Ill. Reg. 12067, effective July 1, 1986; amended at 10 Ill. Reg. 19538, effective November 5, 1986; amended at 10 Ill. Reg. 19772, effective November 5, 1986; amended at 11 Ill. Reg. 4325, effective March 2, 1987; amended at 11 Ill. Reg. 6252, effective March 20, 1987; amended at 11 Ill. Reg. 18284, effective October 27, 1987; amended at 11 Ill. Reg. 18767, effective October 28, 1987; amended at 11 Ill. Reg. 19138, effective October 29, 1987; amended at 11 Ill. Reg. 19696, effective November 23, 1987; amended at 12 Ill. Reg. 5652, effective March 15, 1988; emergency amendment at 12 Ill. Reg. 14401, effective September 1, 1988, for a maximum of 150 days, modified in response to an objection of the Joint Committee on Administrative Rules at 12 Ill. Reg. 19531, effective November 4, 1988, not to exceed the 150 day time limit of the original rulemaking; emergency expired January 29, 1989; amended at 13 Ill. Reg. 11824, effective June 29, 1989; amended at 14 Ill. Reg. 241, effective December 21, 1989; amended at 14 Ill. Reg. 872, effective January 1, 1990; amended at 14 Ill. Reg. 15463, effective September 10, 1990; amended at 14 Ill. Reg. 16028, effective September 18, 1990; amended at 15 Ill. Reg. 6621, effective April 17, 1991; amended at 15 Ill. Reg. 13542, effective August 30, 1991; amended at 15 Ill. Reg. 15757, effective October 15, 1991; amended at 16 Ill. Reg. 1642, effective January 13, 1992; amended at 17 Ill. Reg. 860, effective January 11, 1993; amended at 17 Ill. Reg. 18142, effective October 4, 1993; amended at 17 Ill. Reg. 19651, effective November 2, 1993; amended at 18 Ill. Reg. 1537, effective January 13, 1994; amended at 18 Ill. Reg. 16866, effective November 7, 1994; amended at 19 Ill. Reg. 13446, effective September 12, 1995; amended at 19 Ill. Reg. 13568, effective September 11, 1995; amended at 19 Ill. Reg. 13968, effective September 18, 1995; amended at 20 Ill. Reg. 4428, effective March 4, 1996; amended at 20 Ill. Reg. 5366, effective March 26, 1996; amended at 20 Ill. Reg. 6991, effective May 7, 1996; amended at 20 Ill. Reg.

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9116, effective July 2, 1996; amended at 20 Ill. Reg. 15753, effective December 2, 1996; expedited correction at 21 Ill. Reg. 4052, effective December 2, 1996; amended at 20 Ill. Reg. 16200, effective December 16, 1996; amended at 21 Ill. Reg. 12211, effective August 26, 1997; amended at 22 Ill. Reg. 3097, effective January 27, 1998; amended at 22 Ill. Reg. 11874, effective June 29, 1998; amended at 22 Ill. Reg. 19919, effective October 28, 1998; amended at 22 Ill. Reg. 21642, effective November 25, 1998; amended at 23 Ill. Reg. 9526, effective July 29, 1999; amended at 23 Ill. Reg. 9898, effective August 9, 1999; amended at 24 Ill. Reg. 10713, effective July 7, 2000; emergency amendment at 24 Ill. Reg. 11313, effective July 12, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 15104, effective October 2, 2000; amended at 24 Ill. Reg. 18376, effective December 1, 2000; amended at 25 Ill. Reg. 941, effective January 8, 2001; emergency amendment at 25 Ill. Reg. 1792, effective January 16, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 4674, effective March 15, 2001; amended at 25 Ill. Reg. 4950, effective March 19, 2001; amended at 25 Ill. Reg. 5398, effective April 2, 2001; amended at 25 Ill. Reg. 6515, effective May 3, 2001; expedited correction at 25 Ill. Reg. 15681, effective May 3, 2001; amended at 25 Ill. Reg. 6713, effective May 9, 2001; amended at 25 Ill. Reg. 7264, effective May 25, 2001; amended at 25 Ill. Reg. 10917, effective August 13, 2001; amended at 25 Ill. Reg. 12841, effective October 1, 2001; amended at 26 Ill. Reg. 958, effective January 15, 2002; amended at 26 Ill. Reg. 1303, effective January 17, 2002; amended at 26 Ill. Reg. 3196, effective February 13, 2002; amended at 26 Ill. Reg. 5369, effective April 1, 2002; amended at 26 Ill. Reg. 5946, effective April 15, 2002; amended at 26 Ill. Reg. 8423, effective May 24, 2002; amended at 26 Ill. Reg. 9885, effective June 24, 2002; amended at 27 Ill. Reg. 795, effective January 3, 2003; emergency amendment at 27 Ill. Reg. 11099, effective July 7, 2003, for a maximum of 150 days; emergency expired December 3, 2003; amended at 27 Ill. Reg. 17216, effective November 3, 2003; emergency amendment at 27 Ill. Reg. 18911, effective November 26, 2003, for a maximum of 150 days; emergency expired April 23, 2004; amended at 28 Ill. Reg. 9121, effective June 18, 2004; amended at 28 Ill. Reg. 11268, effective July 21, 2004; emergency amendment at 28 Ill. Reg. 15193, effective November 3, 2004, for a maximum of 150 days; emergency expired April 1, 2005; amended at 29 Ill. Reg. 7004, effective April 26, 2005; amended at 31 Ill. Reg. 3574, effective February 16, 2007; amended at 31 Ill. Reg. 5621, effective March 23, 2007; amended at 31 Ill. Reg. 13004, effective August 21, 2007; amended at 31 Ill. Reg. 14091, effective September 21, 2007; amended at 32 Ill. Reg. 4226, effective March 6, 2008; emergency amendment at 32 Ill. Reg. 8785, effective May 29, 2008, for a maximum of 150 days; emergency expired October 25, 2008; amended at 32 Ill. Reg. 10207, effective June 24, 2008; amended at 32 Ill. Reg. 17228, effective October 15, 2008; amended at 32 Ill. Reg. 17519, effective October 24, 2008; amended at 32 Ill. Reg. 19128, effective December 1, 2008; amended at 33 Ill. Reg. 1762, effective January 13, 2009; amended at 33 Ill. Reg. 2345, effective January 23, 2009; amended at 33 Ill. Reg. 3999, effective February 23, 2009; amended at 33 Ill. Reg. 15781, effective October 27, 2009; amended at 33 Ill. Reg. 16711, effective November 20, 2009; amended at 34 Ill. Reg. 9405, effective June 23, 2010; amended at 34 Ill. Reg. 12935,

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effective August 19, 2010; amended at 35 Ill. Reg. 2169, effective January 24, 2011; amended at 36 Ill. Reg. 6662, effective April 12, 2012; amended at 38 Ill. Reg. 12909, effective June 9, 2014; amended at 38 Ill. Reg. 17060, effective July 25, 2014; amended at 38 Ill. Reg. 17421, effective July 31, 2014; amended at 38 Ill. Reg. 17756, effective August 6, 2014; amended at 38 Ill. Reg. 19998, effective October 1, 2014; amended at 39 Ill. Reg. 1793, effective January 12, 2015; amended at 39 Ill. Reg. 12597, effective August 26, 2015; amended at 39 Ill. Reg. 14616, effective October 22, 2015; amended at 40 Ill. Reg. 6130, effective April 1, 2016; amended at 40 Ill. Reg. 13448, effective September 9, 2016; amended at 41 Ill. Reg. 10721, effective August 1, 2017; amended at 42 Ill. Reg. 2850, effective January 26, 2018; amended at 43 Ill. Reg. 4201, effective March 20, 2019; amended at 43 Ill. Reg. 5069, effective April 17, 2019; amended at 43 Ill. Reg. 8865, effective July 30, 2019; emergency amendment at 43 Ill. Reg. 9841, effective August 21, 2019, for a maximum of 150 days; emergency amendment at 44 Ill. Reg. 552, effective December 27, 2019, for a maximum of 150 days; emergency expired May 24, 2020; emergency amendment at 44 Ill. Reg. 2055, effective January 13, 2020, for a maximum of 180 days; amended at 44 Ill. Reg. 5392, effective March 16, 2020; amended at 44 Ill. Reg. 10981, effective June 10, 2020; amended at 44 Ill. Reg. 13975, effective August 11, 2020; amended at 45 Ill. Reg. 352, effective December 21, 2020; amended at 45 Ill. Reg. 7248, effective June 3, 2021; amended at 45 Ill. Reg. 16058, effective December 3, 2021.

SUBPART S: SPECIFIC APPLICATIONS

Section 130.2050 Sales and Gifts By Employers to Employees

- a) When Liable For Retailers' Occupation Tax
 - 1) Where a manufacturer or other employer, who is engaged in a commercial enterprise, sells tangible personal property to ~~its~~^{the} employees for use or consumption, such manufacturer or other employer is engaged in the business of selling tangible personal property at retail and incurs Retailers' Occupation Tax liability with respect to ~~its~~^{the} gross receipts from such sales. It is immaterial that ~~the~~^{the} receipts from such sales constitute only a small fraction of the manufacturer's or other employer's total receipts from ~~its~~^{the} business, or that sales ordinarily are made at retail only to the employees of the manufacturer or other employer and not to the general public.
 - 2) For example, where a manufacturer operates a restaurant or cafeteria at which ~~it~~^{the} sells meals exclusively to ~~its~~^{the} own employees, ~~such manufacturer~~^{the} must remit to the Department the Retailers' Occupation

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Tax measured by ~~its~~his gross receipts from these sales; or where a clock and watch manufacturer makes sales of clocks and watches to ~~its~~his employees for their use or consumption, ~~such manufacturer~~he must remit to the Department the Retailers' Occupation Tax measured by ~~its~~his gross receipts from these sales.

- b) When Not Liable For Retailers' Occupation Tax
- 1) Employers do not incur Retailers' Occupation Tax liability when they furnish tangible personal property to employees free of any charge whatsoever. For example, if employees of a restaurant, hotel or other place of business are granted the right to eat their meals free at such place of employment and are not charged anything for such meals, and are entitled to no additional compensation if they fail to eat their meals at such place of business, the furnishing of such free meals does not constitute a sale under the Retailers' Occupation Tax Act.
 - 2) The mere fact that an employer shows on ~~its~~his books, for Social Security or other similar purposes, an amount which is construed under the Federal laws as "additional compensation" to employees, and which is then charged off the employer's books for meals or other tangible personal property transferred to such employees, is not sufficient, in and of itself, to establish that such transactions constitute sales within the meaning of the Retailers' Occupation Tax Act.
- c) Liability For Use Tax on Gifts to Employees
- If the employer gives ~~away instead of selling~~ the tangible personal property to the employee ~~instead of selling it to him~~, such employer must pay Use Tax at the rate that would have been imposed at the time the employer acquired it from a supplier on ~~its~~the cost price of ~~the~~such tangible personal property ~~to him~~. Where hotels, restaurants or other food vendors furnish free meals, as defined more fully in ~~subsection~~Subsection (b) of this Section, to their employees, it will be presumed, in the absence of evidence establishing a lower figure, that the average cost of such meals to such food vendor is 75 cents per meal through December 31, 2021 and, beginning January 1, 2022, \$3.50 per meal, so this would be the tax base on which such food vendor should compute ~~its~~his Use Tax liability with respect to such meals.

(Source: Amended at 45 Ill. Reg. 16058, effective December 3, 2021)

DEPARTMENT OF HUMAN SERVICES

NOTICE OF EMERGENCY AMENDMENT

- 1) Heading of the Part: Supplemental Nutrition Assistance Program (SNAP)
- 2) Code Citation: 89 Ill. Adm. Code 121
- 3) Section Number: 121.63 Emergency Action: Amendment
- 4) Statutory Authority: Implementing Sections 12-4.4 through 12-4.6 and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/12-4.4 through 12-4.6 and 12-13].
- 5) Effective Date of Rule: December 1, 2021
- 6) If this emergency amendment is to expire before the end of the 150-day period, please specify the date on which it is to expire: This emergency amendment will expire at the end of the 150-day period, or upon adoption of permanent rules, whichever comes first.
- 7) Date filed with the Index Department: December 1, 2021
- 8) A copy of the emergency rule, including any material incorporated by reference, is on file in the Agency's principal office and is available for public inspection.
- 9) Reason for Emergency: As a result of the 2021 Standard Medical Deduction Demonstration Project evaluation report, the United States Department of Agriculture, Food and Nutrition Service (FNS) has determined that the Standard Medical Deduction for elderly/disabled Supplemental Nutrition Assistance Program (SNAP) households (excluding Group Homes and Supportive Living Facilities) should be reduced from \$200 to \$185 (or \$165 to \$150 after a \$35 monthly medical threshold) to maintain the cost neutrality for operating the Project. FNS also determined that the change is effective December 1, 2021. The Standard Medical Deduction for Group Homes and Supportive Living Facilities will remain unchanged at \$485. In addition to the above reasons, this rule is an emergency rulemaking because it impacts the public interest, including the safety and welfare of SNAP households.
- 10) A Complete Description of the Subject and Issues: As a result of the 2021 Standard Medical Deduction Demonstration Project evaluation report, the United States Department of Agriculture, Food and Nutrition Service (FNS) has determined that the Standard Medical Deduction for elderly/disabled SNAP households (excluding Group Homes and Supportive Living Facilities) should be reduced from \$200 to \$185 (or \$165

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to \$150 after a \$35 monthly medical threshold) to maintain the cost neutrality for operating the Project. This rulemaking revises the Standard Medical Deduction for elderly/disabled SNAP households (excluding Group Homes and Supportive Living Facilities) from \$200 to \$185 (or from \$165 to \$150 after a \$35 monthly medical threshold). The Standard Medical Deduction for Group Homes and Supportive Living Facilities remains unchanged at \$485.

- 11) Are there any other rulemakings pending on this Part? Yes

<u>Section Numbers:</u>	<u>Proposed Actions:</u>	<u>Illinois Register Citations:</u>
121.64	Amendment	45 Ill. Reg. 2204; February 19, 2021
121.96	Amendment	45 Ill. Reg. 6881; June 11, 2021
121.75	Amendment	45 Ill. Reg. 11777; October 1, 2021

- 12) Statement of Statewide Policy Objectives (if applicable): This rulemaking does not create or expand a State mandate.

- 13) Information and questions regarding this emergency rule shall be directed to:

Tracie Drew, Bureau Chief
Bureau of Administrative Rules and Procedures
Department of Human Services
100 South Grand Avenue East
Harris Bldg., 3rd Floor
Springfield, Illinois 62762

(217) 785-9772

If because of physical disability you are unable to put comments into writing, you may make them orally to the person listed above.

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

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TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER b: ASSISTANCE PROGRAMS

PART 121
SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)

SUBPART A: APPLICATION PROCEDURES

Section

- 121.1 Application for Assistance
- 121.2 Time Limitations on the Disposition of an Application
- 121.3 Approval of an Application and Initial Authorization of Assistance
- 121.4 Denial of an Application
- 121.5 Client Cooperation
- 121.6 Emergency Assistance
- 121.7 Expedited Service
- 121.8 Express Stamps Application Project
- 121.10 Interviews

SUBPART B: NON-FINANCIAL FACTORS OF ELIGIBILITY

Section

- 121.18 Work Requirement
- 121.19 Ending a Voluntary Quit Disqualification (Repealed)
- 121.20 Citizenship
- 121.21 Residence
- 121.22 Social Security Numbers
- 121.23 Work Registration/Participation Requirements
- 121.24 Individuals Exempt from Work Registration Requirements
- 121.25 Failure to Comply with Work Provisions
- 121.26 Periods of Sanction
- 121.27 Voluntary Job Quit/Reduction in Work Hours
- 121.28 Good Cause for Voluntary Job Quit/Reduction in Work Hours
- 121.29 Exemptions from Voluntary Quit/Reduction in Work Hours Rules

SUBPART C: FINANCIAL FACTORS OF ELIGIBILITY

Section

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121.30	Unearned Income
121.31	Exempt Unearned Income
121.32	Education Benefits (Repealed)
121.33	Unearned Income In-Kind
121.34	Lump Sum Payments and Income Tax Refunds
121.40	Earned Income
121.41	Budgeting Earned Income
121.50	Exempt Earned Income
121.51	Income from Work/Study/Training Programs
121.52	Earned Income from Roomers or Boarders
121.53	Income From Rental Property
121.54	Earned Income In-Kind
121.55	Sponsors of Aliens
121.57	Assets
121.58	Exempt Assets
121.59	Asset Disregards

SUBPART D: ELIGIBILITY STANDARDS

Section

121.60	Net Monthly Income Eligibility Standards
121.61	Gross Monthly Income Eligibility Standards
121.62	Income Which Must Be Annualized
121.63	Deductions from Monthly Income
<u>EMERGENCY</u>	
121.64	Supplemental Nutrition Assistance Program (SNAP) Benefit Amount

SUBPART E: HOUSEHOLD CONCEPT

Section

121.70	Composition of the Assistance Unit
121.71	Living Arrangement
121.72	Nonhousehold Members
121.73	Ineligible Household Members
121.74	Strikers
121.75	Students
121.76	Categorically Eligible Households

SUBPART F: MISCELLANEOUS PROGRAM PROVISIONS

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Section

- 121.80 Fraud Disqualification (Renumbered)
- 121.81 Initiation of Administrative Fraud Hearing (Repealed)
- 121.82 Definition of Fraud (Renumbered)
- 121.83 Notification To Applicant Households (Renumbered)
- 121.84 Disqualification Upon Finding of Fraud (Renumbered)
- 121.85 Court Imposed Disqualification (Renumbered)
- 121.90 Monthly Reporting and Retrospective Budgeting (Repealed)
- 121.91 Monthly Reporting (Repealed)
- 121.92 Budgeting
- 121.93 Issuance of Food Stamp Benefits
- 121.94 Replacement of the EBT Card or SNAP Benefits
- 121.95 Restoration of Lost Benefits
- 121.96 Uses for SNAP Benefits
- 121.97 Supplemental Payments
- 121.98 Client Training Brochure for the Electronic Benefits Transfer (EBT) System
- 121.105 State Food Program (Repealed)
- 121.107 New State Food Program
- 121.108 Transitional Food Stamp (TFS) Benefits
- 121.117 Farmers' Market Technology Improvement Program
- 121.120 Redetermination of Eligibility
- 121.125 Simplified Reporting
- 121.130 Residents of Shelters for Battered Women and their Children
- 121.131 Fleeing Felons and Probation/Parole Violators
- 121.135 Incorporation By Reference
- 121.136 Food and Nutrition Act of 2008
- 121.140 Small Group Living Arrangement Facilities and Drug/Alcoholic Treatment Centers
- 121.145 Quarterly Reporting (Repealed)

SUBPART G: INTENTIONAL VIOLATIONS OF THE PROGRAM

Section

- 121.150 Definition of Intentional Violations of the Program
- 121.151 Penalties for Intentional Violations of the Program
- 121.152 Notification To Applicant Households
- 121.153 Disqualification Upon Finding of Intentional Violation of the Program
- 121.154 Court Imposed Disqualification

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SUBPART H: FOOD STAMP EMPLOYMENT AND TRAINING PROGRAM

Section	
121.160	Participation in Voluntary SNAP Employment and Training (SNAP E&T)
121.162	Program Requirements
121.163	Vocational Training
121.164	Orientation (Repealed)
121.165	Community Workfare
121.166	Assessment and Employability Plan (Repealed)
121.167	Counseling/Prevention Services (Repealed)
121.170	Supervised Job Search Activity
121.172	Basic Education Activity
121.174	Job Readiness Activity
121.176	Work Experience Activity
121.177	Illinois Works Component (Repealed)
121.178	Job Training Component (Repealed)
121.179	JTPA Employability Services Component (Repealed)
121.180	Grant Diversion Component (Repealed)
121.182	Earnfare Activity
121.184	Sanctions for Non-cooperation with Food Stamp Employment and Training (Repealed)
121.186	Good Cause for Failure to Cooperate (Repealed)
121.188	Supportive Services
121.190	Conciliation (Repealed)
121.200	Types of Claims (Recodified)
121.201	Establishing a Claim for Intentional Violation of the Program (Recodified)
121.202	Establishing a Claim for Unintentional Household Errors and Administrative Errors (Recodified)
121.203	Collecting Claim Against Households (Recodified)
121.204	Failure to Respond to Initial Demand Letter (Recodified)
121.205	Methods of Repayment of Food Stamp Claims (Recodified)
121.206	Determination of Monthly Allotment Reductions (Recodified)
121.207	Failure to Make Payment in Accordance with Repayment Schedule (Recodified)
121.208	Suspension and Termination of Claims (Recodified)

SUBPART I: WORK REQUIREMENT FOR FOOD STAMPS

Section

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- 121.220 Work Requirement Components (Repealed)
- 121.221 Meeting the Work Requirement with the Earnfare Component (Repealed)
- 121.222 Volunteer Community Work Component (Repealed)
- 121.223 Work Experience Component (Repealed)
- 121.224 Supportive Service Payments to Meet the Work Requirement (Repealed)
- 121.225 Meeting the Work Requirement with the Illinois Works Component (Repealed)
- 121.226 Meeting the Work Requirement with the JTPA Employability Services Component (Repealed)

AUTHORITY: Implementing Sections 12-4.4 through 12-4.6 and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5].

SOURCE: Adopted December 30, 1977; amended at 3 Ill. Reg. 5, p. 875, effective February 2, 1979; amended at 3 Ill. Reg. 31, p. 109, effective August 3, 1979; amended at 3 Ill. Reg. 33, p. 399, effective August 18, 1979; amended at 3 Ill. Reg. 41, p. 165, effective October 11, 1979; amended at 3 Ill. Reg. 42, p. 230, effective October 9, 1979; amended at 3 Ill. Reg. 44, p. 173, effective October 19, 1979; amended at 3 Ill. Reg. 46, p. 36, effective November 2, 1979; amended at 3 Ill. Reg. 47, p. 96, effective November 13, 1979; amended at 3 Ill. Reg. 48, p. 1, effective November 15, 1979; preemptory amendment at 4 Ill. Reg. 3, p. 49, effective January 9, 1980; preemptory amendment at 4 Ill. Reg. 9, p. 259, effective February 23, 1980; amended at 4 Ill. Reg. 10, p. 253, effective February 27, 1980; amended at 4 Ill. Reg. 12, p. 551, effective March 10, 1980; emergency amendment at 4 Ill. Reg. 29, p. 294, effective July 8, 1980, for a maximum of 150 days; amended at 4 Ill. Reg. 37, p. 797, effective September 2, 1980; amended at 4 Ill. Reg. 45, p. 134, effective October 17, 1980; amended at 5 Ill. Reg. 766, effective January 2, 1981; amended at 5 Ill. Reg. 1131, effective January 16, 1981; amended at 5 Ill. Reg. 4586, effective April 15, 1981; preemptory amendment at 5 Ill. Reg. 5722, effective June 1, 1981; amended at 5 Ill. Reg. 7071, effective June 23, 1981; preemptory amendment at 5 Ill. Reg. 10062, effective October 1, 1981; amended at 5 Ill. Reg. 10733, effective October 1, 1981; amended at 5 Ill. Reg. 12736, effective October 29, 1981; amended at 6 Ill. Reg. 1653, effective January 17, 1982; amended at 6 Ill. Reg. 2707, effective March 2, 1982; amended at 6 Ill. Reg. 8159, effective July 1, 1982; amended at 6 Ill. Reg. 10208, effective August 9, 1982; amended at 6 Ill. Reg. 11921, effective September 21, 1982; amended at 6 Ill. Reg. 12318, effective October 1, 1982; amended at 6 Ill. Reg. 13754, effective November 1, 1982; amended at 7 Ill. Reg. 394, effective January 1, 1983; codified at 7 Ill. Reg. 5195; amended at 7 Ill. Reg. 5715, effective May 1, 1983; amended at 7 Ill. Reg. 8118, effective June 24, 1983; preemptory amendment at 7 Ill. Reg. 12899, effective October 1, 1983; amended at 7 Ill. Reg. 13655, effective October 4, 1983; preemptory amendment at 7 Ill. Reg. 16067, effective November 18, 1983; amended at 7 Ill. Reg. 16169, effective November 22, 1983; amended at 8 Ill. Reg. 5673, effective April 18, 1984; amended at 8 Ill. Reg. 7249, effective May 16, 1984; preemptory amendment at 8 Ill. Reg.

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10086, effective July 1, 1984; amended at 8 Ill. Reg. 13284, effective July 16, 1984; amended at 8 Ill. Reg. 17900, effective September 14, 1984; amended (by adding Section being codified with no substantive change) at 8 Ill. Reg. 17898; peremptory amendment at 8 Ill. Reg. 19690, effective October 1, 1984; peremptory amendment at 8 Ill. Reg. 22145, effective November 1, 1984; amended at 9 Ill. Reg. 302, effective January 1, 1985; amended at 9 Ill. Reg. 6804, effective May 1, 1985; amended at 9 Ill. Reg. 8665, effective May 29, 1985; peremptory amendment at 9 Ill. Reg. 8898, effective July 1, 1985; amended at 9 Ill. Reg. 11334, effective July 8, 1985; amended at 9 Ill. Reg. 14334, effective September 6, 1985; peremptory amendment at 9 Ill. Reg. 15582, effective October 1, 1985; amended at 9 Ill. Reg. 16889, effective October 16, 1985; amended at 9 Ill. Reg. 19726, effective December 9, 1985; amended at 10 Ill. Reg. 229, effective December 20, 1985; peremptory amendment at 10 Ill. Reg. 7387, effective April 21, 1986; peremptory amendment at 10 Ill. Reg. 7941, effective May 1, 1986; amended at 10 Ill. Reg. 14692, effective August 29, 1986; peremptory amendment at 10 Ill. Reg. 15714, effective October 1, 1986; Sections 121.200 thru 121.208 recodified to 89 Ill. Adm. Code 165 at 10 Ill. Reg. 21094; peremptory amendment at 11 Ill. Reg. 3761, effective February 11, 1987; emergency amendment at 11 Ill. Reg. 3754, effective February 13, 1987, for a maximum of 150 days; emergency amendment at 11 Ill. Reg. 9968, effective May 15, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 10269, effective May 22, 1987; amended at 11 Ill. Reg. 10621, effective May 25, 1987; peremptory amendment at 11 Ill. Reg. 11391, effective July 1, 1987; peremptory amendment at 11 Ill. Reg. 11855, effective June 30, 1987; emergency amendment at 11 Ill. Reg. 12043, effective July 6, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 13635, effective August 1, 1987; amended at 11 Ill. Reg. 14022, effective August 10, 1987; emergency amendment at 11 Ill. Reg. 15261, effective September 1, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 15480, effective September 4, 1987; amended at 11 Ill. Reg. 15634, effective September 11, 1987; amended at 11 Ill. Reg. 18218, effective October 30, 1987; peremptory amendment at 11 Ill. Reg. 18374, effective October 30, 1987; amended at 12 Ill. Reg. 877, effective December 30, 1987; emergency amendment at 12 Ill. Reg. 1941, effective December 31, 1987, for a maximum of 150 days; amended at 12 Ill. Reg. 4204, effective February 5, 1988; amended at 12 Ill. Reg. 9678, effective May 23, 1988; amended at 12 Ill. Reg. 9922, effective June 1, 1988; amended at 12 Ill. Reg. 11463, effective June 30, 1988; amended at 12 Ill. Reg. 12824, effective July 22, 1988; emergency amendment at 12 Ill. Reg. 14045, effective August 19, 1988, for a maximum of 150 days; peremptory amendment at 12 Ill. Reg. 15704, effective October 1, 1988; peremptory amendment at 12 Ill. Reg. 16271, effective October 1, 1988; amended at 12 Ill. Reg. 20161, effective November 30, 1988; amended at 13 Ill. Reg. 3890, effective March 10, 1989; amended at 13 Ill. Reg. 13619, effective August 14, 1989; peremptory amendment at 13 Ill. Reg. 15859, effective October 1, 1989; amended at 14 Ill. Reg. 729, effective January 1, 1990; amended at 14 Ill. Reg. 6349, effective April 13, 1990; amended at 14 Ill. Reg. 13202, effective August 6, 1990; peremptory amendment at 14 Ill. Reg. 15158, effective October 1, 1990; amended at 14 Ill. Reg. 16983, effective September 30, 1990;

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amended at 15 Ill. Reg. 11150, effective July 22, 1991; amended at 15 Ill. Reg. 11957, effective August 12, 1991; peremptory amendment at 15 Ill. Reg. 14134, effective October 1, 1991; emergency amendment at 16 Ill. Reg. 757, effective January 1, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 10011, effective June 15, 1992; amended at 16 Ill. Reg. 13900, effective August 31, 1992; emergency amendment at 16 Ill. Reg. 16221, effective October 1, 1992, for a maximum of 150 days; peremptory amendment at 16 Ill. Reg. 16345, effective October 1, 1992; amended at 16 Ill. Reg. 16624, effective October 23, 1992; amended at 17 Ill. Reg. 644, effective December 31, 1992; amended at 17 Ill. Reg. 4333, effective March 19, 1993; amended at 17 Ill. Reg. 14625, effective August 26, 1993; emergency amendment at 17 Ill. Reg. 15149, effective September 7, 1993, for a maximum of 150 days; peremptory amendment at 17 Ill. Reg. 17477, effective October 1, 1993; expedited correction at 17 Ill. Reg. 21216, effective October 1, 1993; amended at 18 Ill. Reg. 2033, effective January 21, 1994; emergency amendment at 18 Ill. Reg. 2509, effective January 27, 1994, for a maximum of 150 days; amended at 18 Ill. Reg. 3427, effective February 28, 1994; amended at 18 Ill. Reg. 8921, effective June 3, 1994; amended at 18 Ill. Reg. 12829, effective August 5, 1994; amended at 18 Ill. Reg. 14103, effective August 26, 1994; amended at 19 Ill. Reg. 5626, effective March 31, 1995; amended at 19 Ill. Reg. 6648, effective May 5, 1995; emergency amendment at 19 Ill. Reg. 12705, effective September 1, 1995, for a maximum of 150 days; peremptory amendment at 19 Ill. Reg. 13595, effective October 1, 1995; amended at 20 Ill. Reg. 1593, effective January 11, 1996; peremptory amendment at 20 Ill. Reg. 2229, effective January 17, 1996; amended at 20 Ill. Reg. 7902, effective June 1, 1996; amended at 20 Ill. Reg. 11935, effective August 14, 1996; emergency amendment at 20 Ill. Reg. 13381, effective October 1, 1996, for a maximum of 150 days; emergency amendment at 20 Ill. Reg. 13668, effective October 8, 1996, for a maximum of 150 days; amended at 21 Ill. Reg. 3156, effective February 28, 1997; amended at 21 Ill. Reg. 7733, effective June 4, 1997; recodified from the Department of Public Aid to the Department of Human Services at 21 Ill. Reg. 9322; emergency amendment at 22 Ill. Reg. 1954, effective January 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 5502, effective March 4, 1998; amended at 22 Ill. Reg. 7969, effective May 15, 1998; emergency amendment at 22 Ill. Reg. 10660, effective June 1, 1998, for a maximum of 150 days; emergency amendment at 22 Ill. Reg. 12167, effective July 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 16230, effective September 1, 1998; amended at 22 Ill. Reg. 19787, effective October 28, 1998; emergency amendment at 22 Ill. Reg. 19934, effective November 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 20099, effective November 1, 1998; emergency amendment at 23 Ill. Reg. 2601, effective February 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 3374, effective March 1, 1999; amended at 23 Ill. Reg. 7285, effective June 18, 1999; emergency amendment at 23 Ill. Reg. 13253, effective October 13, 1999, for a maximum of 150 days; emergency amendment at 24 Ill. Reg. 3871, effective February 24, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 4180, effective March 2, 2000; amended at 24 Ill. Reg. 10198, effective June 27, 2000; amended at 24 Ill. Reg. 15428, effective October 10, 2000; emergency

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amendment at 24 Ill. Reg. 15468, effective October 1, 2000, for a maximum of 150 days; amended at 25 Ill. Reg. 845, effective January 5, 2001; amended at 25 Ill. Reg. 2423, effective January 25, 2001; emergency amendment at 25 Ill. Reg. 2439, effective January 29, 2001, for a maximum of 150 days; emergency amendment at 25 Ill. Reg. 3707, effective March 1, 2001, for a maximum of 150 days; emergency expired July 28, 2001; amended at 25 Ill. Reg. 7720, effective June 7, 2001; amended at 25 Ill. Reg. 10823, effective August 12, 2001; amended at 25 Ill. Reg. 11856, effective August 31, 2001; emergency amendment at 25 Ill. Reg. 13309, effective October 1, 2001, for a maximum of 150 days; amended at 26 Ill. Reg. 151, effective January 1, 2002; amended at 26 Ill. Reg. 2025, effective February 1, 2002; amended at 26 Ill. Reg. 13530, effective September 3, 2002; preemptory amendment at 26 Ill. Reg. 15099, effective October 1, 2002; amended at 26 Ill. Reg. 16484, effective October 25, 2002; amended at 27 Ill. Reg. 2889, effective February 7, 2003; expedited correction at 27 Ill. Reg. 14262, effective February 7, 2003; amended at 27 Ill. Reg. 4583, effective February 28, 2003; amended at 27 Ill. Reg. 7273, effective April 7, 2003; amended at 27 Ill. Reg. 12569, effective July 21, 2003; preemptory amendment at 27 Ill. Reg. 15604, effective October 1, 2003; amended at 27 Ill. Reg. 16108, effective October 6, 2003; amended at 27 Ill. Reg. 18445, effective November 20, 2003; amended at 28 Ill. Reg. 1104, effective December 31, 2003; amended at 28 Ill. Reg. 3857, effective February 13, 2004; amended at 28 Ill. Reg. 10393, effective July 6, 2004; preemptory amendment at 28 Ill. Reg. 13834, effective October 1, 2004; emergency amendment at 28 Ill. Reg. 15323, effective November 10, 2004, for a maximum of 150 days; emergency expired April 8, 2005; amended at 29 Ill. Reg. 2701, effective February 4, 2005; amended at 29 Ill. Reg. 5499, effective April 1, 2005; preemptory amendment at 29 Ill. Reg. 12132, effective July 14, 2005; emergency amendment at 29 Ill. Reg. 16042, effective October 4, 2005, for a maximum of 150 days; emergency expired March 2, 2006; preemptory amendment at 29 Ill. Reg. 16538, effective October 4, 2005; emergency amendment at 30 Ill. Reg. 7804, effective April 6, 2006, for a maximum of 150 days; emergency expired September 2, 2006; amended at 30 Ill. Reg. 11236, effective June 12, 2006; amended at 30 Ill. Reg. 13863, effective August 1, 2006; amended at 30 Ill. Reg. 15681, effective September 12, 2006; preemptory amendment at 30 Ill. Reg. 16470, effective October 1, 2006; amended at 31 Ill. Reg. 6991, effective April 30, 2007; amended at 31 Ill. Reg. 10482, effective July 9, 2007; amended at 31 Ill. Reg. 11318, effective July 23, 2007; preemptory amendment at 31 Ill. Reg. 14372, effective October 1, 2007; amended at 32 Ill. Reg. 2813, effective February 7, 2008; amended at 32 Ill. Reg. 4380, effective March 12, 2008; amended at 32 Ill. Reg. 4813, effective March 18, 2008; amended at 32 Ill. Reg. 9621, effective June 23, 2008; preemptory amendment at 32 Ill. Reg. 16905, effective October 1, 2008; preemptory amendment to Sections 121.94(c), 121.96(d)(2) and 121.150(b) suspended at 32 Ill. Reg. 18908, effective November 19, 2008; suspension withdrawn by the Joint Committee on Administrative Rules at 33 Ill. Reg. 200, effective February 5, 2009; preemptory amendment repealed by emergency rulemaking at 33 Ill. Reg. 3514, effective February 5, 2009, for a maximum of 150 days; preemptory amendment at 32 Ill. Reg. 18092, effective November 15,

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2008; emergency amendment at 33 Ill. Reg. 4187, effective February 24, 2009, for a maximum of 150 days; emergency expired July 23, 2009; preemptory amendment at 33 Ill. Reg. 5537, effective April 1, 2009; emergency amendment at 33 Ill. Reg. 11322, effective July 20, 2009, for a maximum of 150 days; emergency expired December 16, 2009; amended at 33 Ill. Reg. 12802, effective September 3, 2009; amended at 33 Ill. Reg. 14121, effective September 22, 2009; emergency amendment at 33 Ill. Reg. 14627, effective October 13, 2009, for a maximum of 150 days; emergency expired March 11, 2010; amended at 33 Ill. Reg. 16875, effective November 30, 2009; amended at 33 Ill. Reg. 17350, effective December 14, 2009; amended at 34 Ill. Reg. 4777, effective March 17, 2010; amended at 34 Ill. Reg. 5295, effective April 12, 2010; amended at 34 Ill. Reg. 5823, effective April 19, 2010; emergency amendment at 34 Ill. Reg. 6967, effective May 1, 2010, for a maximum of 150 days; emergency expired September 27, 2010; amended at 34 Ill. Reg. 7265, effective May 10, 2010; amended at 34 Ill. Reg. 7685, effective May 18, 2010; amended at 34 Ill. Reg. 12547, effective August 11, 2010; preemptory amendment at 34 Ill. Reg. 15543, effective October 1, 2010; amended at 35 Ill. Reg. 1042, effective December 28, 2010; amended at 35 Ill. Reg. 7688, effective April 29, 2011; amended at 35 Ill. Reg. 10119, effective June 7, 2011; preemptory amendment at 35 Ill. Reg. 16118, effective October 1, 2011; preemptory amendment at 35 Ill. Reg. 16904, effective October 1, 2011; amended at 35 Ill. Reg. 17120, effective October 5, 2011; amended at 35 Ill. Reg. 18780, effective October 28, 2011; amended at 35 Ill. Reg. 19278, effective November 8, 2011; amended at 35 Ill. Reg. 19778, effective December 5, 2011; preemptory amendment at 36 Ill. Reg. 15148, effective October 1, 2012; emergency amendment at 37 Ill. Reg. 15423, effective September 9, 2013, for a maximum of 150 days; preemptory amendment at 37 Ill. Reg. 16016, effective October 1, 2013; emergency amendment at 37 Ill. Reg. 16845, effective October 1, 2013, for a maximum of 150 days; preemptory amendment at 37 Ill. Reg. 17983, effective November 1, 2013; amended at 38 Ill. Reg. 4475, effective January 29, 2014; amended at 38 Ill. Reg. 5382, effective February 7, 2014; emergency amendment at 38 Ill. Reg. 8414, effective April 1, 2014, for a maximum of 150 days; amended at 38 Ill. Reg. 17616, effective August 8, 2014; preemptory amendment at 38 Ill. Reg. 19831, effective October 1, 2014; amended at 39 Ill. Reg. 6470, effective April 22, 2015; preemptory amendment at 39 Ill. Reg. 13513, effective October 1, 2015; amended at 39 Ill. Reg. 15577, effective December 1, 2015; amended at 40 Ill. Reg. 360, effective January 1, 2016; preemptory amendment at 40 Ill. Reg. 14114, effective October 1, 2016; preemptory amendment at 41 Ill. Reg. 12905, effective October 1, 2017; amended at 42 Ill. Reg. 8310, effective May 4, 2018; amended at 42 Ill. Reg. 8505, effective May 8, 2018; preemptory amendment at 42 Ill. Reg. 18531, effective October 1, 2018; amended at 43 Ill. Reg. 360, effective December 20, 2018; preemptory amendment at 43 Ill. Reg. 11035, effective October 1, 2019; emergency amendment at 43 Ill. Reg. 11718, effective October 1, 2019, for a maximum of 150 days; emergency amendment at 43 Ill. Reg. 11953, effective October 1, 2019, for a maximum of 150 days; emergency expired February 27, 2020; emergency amendment at 43 Ill. Reg. 14449, effective November 26, 2019, for a maximum of 150 days;

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amended at 44 Ill. Reg. 3265, effective February 5, 2020; amended at 44 Ill. Reg. 5348, effective March 11, 2020; amended at 44 Ill. Reg. 6984, effective April 16, 2020; amended at 44 Ill. Reg. 9944, effective May 20, 2020; peremptory amendment at 44 Ill. Reg. 16551, effective October 1, 2020; amended at 44 Ill. Reg. 19892, effective December 14, 2020; peremptory amendment at 45 Ill. Reg. 2154, effective January 29, 2021; peremptory amendment at 45 Ill. Reg. 2504, effective February 11, 2021; amended at 45 Ill. Reg. 8368, effective July 1, 2021; amended at 45 Ill. Reg. 9014, effective June 30, 2021; peremptory amendment at 45 Ill. Reg. 13125, effective October 1, 2021; emergency amendment at 45 Ill. Reg. 16072, effective December 1, 2021, for a maximum of 150 days.

SUBPART D: ELIGIBILITY STANDARDS

Section 121.63 Deductions from Monthly Income**EMERGENCY**

- a) The deductions described in this Section shall be allowed in the determination of the adjusted net monthly SNAP income.
- b) Earned Income Deduction. Eighty percent of total gross earned income is considered. See Sections 121.40 through 121.54 for a description of earned income.
- c) Standard Deduction. The standard deduction for a household size of one through three persons is \$170. The standard deduction for a household size of four persons is \$177. The standard deduction for a household size of five persons is \$208. For households of six or more persons, the standard deduction is \$239. Due to the Standard Medical Deduction Demonstration Project, the standard deduction will be adjusted as explained in subsection (i).
- d) Dependent Care Deduction
 - 1) The dependent care deduction consists of payments for the care of a child or other dependent when necessary for a household member to accept or continue employment or to seek employment in compliance with the job search criteria or to attend training or pursue education which is preparatory for employment (see 89 Ill. Adm. Code 112.70 through 112.83).
 - 2) The amount of the deduction is to be determined by the actual costs for

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care per month for each dependent household member.

- e) Child Support Deduction. The child support deduction is the amount of legally obligated child support paid by a household member to or for a nonhousehold member.
- f) Shelter Costs Deduction
 - 1) The shelter deduction is the amount of shelter costs that exceeds 50% of the household's total income after the allowable deductions in subsections (b), (c), (d), and (e) have been made. The shelter deduction shall not exceed \$597.
 - 2) If the household contains a member who is elderly or disabled, as defined at 7 CFR 271.2 (2013) and Section 121.61, there is no limit on the amount of the excess shelter deduction.
 - 3) Shelter costs include only the following:
 - A) continuing charges for the shelter occupied by the household (rent, mortgage and other charges leading to the ownership of the shelter, including interest on such charges);
 - B) property taxes, State and local assessments and insurance on the structure itself; and
 - C) utility costs, as described in subsection (h).
 - 4) Shelter costs for a home temporarily unoccupied by the household because of employment or training away from home, illness or abandonment caused by a natural disaster or casualty loss, if:
 - A) the household intends to return to the home;
 - B) the current occupants of the home, if any, are not claiming the shelter costs for SNAP purposes; and
 - C) the home is not leased or rented during the absence of the household.

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- 5) Charges for repair of a home which was damaged or destroyed due to a natural disaster. Shelter costs shall not include repair charges which have been or will be reimbursed by private or public relief agencies, insurance companies or any other source.
- g) **Homeless Shelter Deduction**
The standard homeless shelter deduction is \$159 a month for households in which all members are homeless individuals but are not receiving free shelter throughout the month. A homeless household with qualifying shelter expenses may choose to use the standard homeless shelter deduction (in lieu of the shelter deduction as described in subsection (f)), as a deduction from net income in determining SNAP eligibility and allotments. A homeless household receiving the standard homeless shelter deduction may not have its shelter expenses considered as part of the shelter deduction or the standard utility allowances. A homeless household may choose to claim actual costs under the shelter deduction instead of claiming the standard homeless shelter deduction if actual costs are higher and verified.
- h) **Utility Costs**
- 1) Utility costs include:
- A) the cost of heating and cooking fuel, air conditioning, electricity, water, sewerage, garbage and trash collection;
 - B) basic service fee for one telephone (including tax on the basic fee) of \$44; and
 - C) fees charged by the utility provider for initial installation.
- 2) Utility deposits are not considered to be utility costs.
- 3) A standard must be used if the household is billed for utilities. Federal regulations require an annual review of the State's utility standards and approval of the utility standard amounts by Food and Nutrition Service (FNS). See subsection (h)(7) for households that claim utility expenses for an unoccupied home. Households that are billed for heating or air conditioning, or both, or heating, air conditioning and electricity, must use the air conditioning/heating standard allowance of \$529. Those

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households that are not billed for air conditioning or heating but are billed for at least two other utilities must use the limited utility standard allowance of \$341. Those households that are not billed for air conditioning or heating but are billed for a single utility, other than telephone, must use the single utility standard allowance of \$59. If only a separately-billed telephone expense is claimed, the basic telephone standard allowance of \$44 per month will be allowed. Households living in rental housing who are billed on a regular basis by a landlord for costs for utilities must use the appropriate standard.

- 4) A household that is billed less often than monthly for its costs for utilities must continue to use the appropriate standard between billing months.
 - 5) Households in public housing or privately-owned rental units that receive a bill for over-usage are entitled to use the air conditioning/heating standard allowance. When households (as defined at 7 CFR 273.1(a) (2013)) live together, the air conditioning/heating standard allowance, the limited utility standard allowance, or the single utility standard allowance, whichever is appropriate, shall be allowed for each household that contributes toward the utility costs whether or not each household participates in the program.
 - 6) Households whose expense for heat or electricity, or both, is covered by indirect energy assistance payments under the Low Income Home Energy Assistance Program (LIHEAP) (47 Ill. Adm. Code 100) shall be entitled to the air conditioning/heating standard allowance (7 CFR 273.9 and 273.10(d)(6) (2013)). Households who receive a LIHEAP payment of \$21 or more during the month of application or the preceding 12-month period shall be allowed the air conditioning/heating standard allowance (7 CFR 273.9 (2013)). The provisions of subsection (f)(3) are applicable to households whose expenses for heating or electricity, or both, are covered by indirect energy assistance payments.
 - 7) A household that has both an occupied home and an unoccupied home is entitled to only one standard. The appropriate utility standard may be used for the home the household chooses.
- i) Excess Medical Deduction. A deduction for excess medical expenses shall be allowed for households which contain an elderly or disabled member as defined at

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7 CFR 271.2 (2013) and Section 121.61. When a qualifying household member incurs medical expenses that are over \$35, the household will be given a Standard Medical Deduction if the expenses will not be reimbursed by insurance or a third party. The Standard Medical Deduction is a result of a Demonstration Project authorized by USDA FNS. The Standard Medical Deduction is \$450 a month for residents of Group Homes or Supportive Living Facilities and ~~\$150~~^{\$65} a month for all other eligible households. Households whose medical expenses exceed \$485 and ~~\$185~~^{\$200} a month, respectively, may opt to claim actual documented medical expenses in lieu of the Standard Medical Deduction and the amount over \$35 will be allowed as a deduction. To ensure federal costs do not increase, the Standard Deduction in subsection (c) will be reduced by \$7 per month for all SNAP households.

(Source: Amended by emergency rulemaking at 45 Ill. Reg. 16072, effective December 1, 2021, for a maximum of 150 days)

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NOTICE OF REQUEST FOR EXPEDITED CORRECTION

- 1) Heading of the Part: Skilled Nursing and Intermediate Care Facilities Code
- 2) Code Citation: 77 Ill. Adm. Code 300
- 3) Section Numbers: 300.3210
- 4) Date Proposal published in *Illinois Register*: 45 Ill. Reg. 9382; July 23, 2021
- 5) Date Adoption published in *Illinois Register*: 45 Ill. Reg. 13953; November 5, 2021
- 6) Summary and Purpose of Expedited Correction: When an amendment to Section 300.3210 was adopted effective October 25, 2021, text that had been added to that Section in a previously adopted rulemaking at 45 Ill. Reg. 11096, effective August 27, 2021, was inadvertently omitted. The omitted text is being restored and the new subsection added in the October 25th rulemaking is being relabeled.
- 7) Information and questions regarding this request shall be directed to:

Department of Public Health
Attention: Tracey Trigillo, Rules Coordinator
Lincoln Plaza
524 South 2nd Street, 6th Floor
Springfield IL 62701

217/782-1159
dph.rules@illinois.gov

The full text of the corrected Section begins on the next page:

DEPARTMENT OF PUBLIC HEALTH

NOTICE OF REQUEST FOR EXPEDITED CORRECTION

TITLE 77: PUBLIC HEALTH
CHAPTER I: DEPARTMENT OF PUBLIC HEALTH
SUBCHAPTER c: LONG-TERM CARE FACILITIESPART 300
SKILLED NURSING AND INTERMEDIATE CARE FACILITIES CODE

SUBPART A: GENERAL PROVISIONS

Section	
300.110	General Requirements
300.120	Application for License
300.130	Licensee
300.140	Issuance of an Initial License for a New Facility
300.150	Issuance of an Initial License Due to a Change of Ownership
300.160	Issuance of a Renewal License
300.163	Alzheimer's Special Care Disclosure
300.165	Criteria for Adverse Licensure Actions
300.170	Denial of Initial License
300.175	Denial of Renewal of License
300.180	Revocation of License
300.190	Experimental Program Conflicting With Requirements
300.200	Inspections, Surveys, Evaluations and Consultation
300.210	Filing an Annual Attested Financial Statement
300.220	Information to Be Made Available to the Public By the Department
300.230	Information to Be Made Available to the Public by the Licensee
300.240	Municipal Licensing
300.250	Ownership Disclosure
300.260	Issuance of Conditional Licenses
300.270	Monitor and Receivership
300.271	Presentation of Findings
300.272	Determination to Issue a Notice of Violation or Administrative Warning
300.274	Determination of the Level of a Violation
300.276	Notice of Violation
300.277	Administrative Warning
300.278	Plans of Correction
300.280	Reports of Correction
300.282	Conditions for Assessment of Penalties
300.284	Calculation of Penalties (Repealed)

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300.286	Notice of Penalty Assessment; Response by Facility
300.287	Consideration of Factors for Assessing Penalties
300.288	Reduction or Waiver of Penalties
300.290	Quarterly List of Violators (Repealed)
300.300	Alcoholism Treatment Programs In Long-Term Care Facilities
300.310	Department May Survey Facilities Formerly Licensed
300.315	Supported Congregate Living Arrangement Demonstration
300.320	Waivers
300.330	Definitions
300.340	Incorporated and Referenced Materials

SUBPART B: ADMINISTRATION

Section	
300.510	Administrator

SUBPART C: POLICIES

Section	
300.610	Resident Care Policies
300.615	Determination of Need Screening and Request for Resident Criminal History Record Information
300.620	Admission, Retention and Discharge Policies
300.624	Criminal History Background Checks for Persons Who Were Residents on May 10, 2006 (Repealed)
300.625	Identified Offenders
300.626	Discharge Planning for Identified Offenders
300.627	Transfer of an Identified Offender
300.630	Contract Between Resident and Facility
300.640	Residents' Advisory Council
300.650	Personnel Policies
300.651	Whistleblower Protection
300.655	Initial Health Evaluation for Employees
300.660	Nursing Assistants
300.661	Health Care Worker Background Check
300.662	Resident Attendants
300.663	Registry of Certified Nursing Assistants
300.665	Student Interns
300.670	Disaster Preparedness

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300.680	Restraints
300.682	Nonemergency Use of Physical Restraints
300.684	Emergency Use of Physical Restraints
300.686	Unnecessary, Psychotropic, and Antipsychotic Medications
300.690	Incidents and Accidents
300.695	Contacting Local Law Enforcement
300.696	Infection Control

SUBPART D: PERSONNEL

Section	
300.810	General
300.820	Categories of Personnel
300.830	Consultation Services
300.840	Personnel Policies

SUBPART E: MEDICAL AND DENTAL CARE OF RESIDENTS

Section	
300.1010	Medical Care Policies
300.1020	Communicable Disease Policies
300.1025	Tuberculin Skin Test Procedures
300.1030	Medical Emergencies
300.1035	Life-Sustaining Treatments
300.1040	Care and Treatment of Sexual Assault Survivors
300.1050	Dental Standards
300.1060	Vaccinations

SUBPART F: NURSING AND PERSONAL CARE

Section	
300.1210	General Requirements for Nursing and Personal Care
300.1220	Supervision of Nursing Services
300.1230	Direct Care Staffing
300.1231	Calculation of Direct Care Staffing During Inspections, Surveys and Evaluations
300.1232	Waiver of Registered Professional Nurse Staffing Requirements
300.1233	Quarterly Administrative Staffing Compliance Review
300.1234	Penalties and Notice of Violation
300.1240	Additional Requirements

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SUBPART G: RESIDENT CARE SERVICES

Section

- 300.1410 Activity Program
- 300.1420 Specialized Rehabilitation Services
- 300.1430 Work Programs
- 300.1440 Volunteer Program
- 300.1450 Language Assistance Services

SUBPART H: MEDICATIONS

Section

- 300.1610 Medication Policies and Procedures
- 300.1620 Compliance with Licensed Prescriber's Orders
- 300.1630 Administration of Medication
- 300.1640 Labeling and Storage of Medications
- 300.1650 Control of Medications

SUBPART I: RESIDENT AND FACILITY RECORDS

Section

- 300.1810 Resident Record Requirements
- 300.1820 Content of Medical Records
- 300.1830 Records Pertaining to Residents' Property
- 300.1840 Retention and Transfer of Resident Records
- 300.1850 Other Resident Record Requirements
- 300.1860 Staff Responsibility for Medical Records
- 300.1870 Retention of Facility Records
- 300.1880 Other Facility Record Requirements

SUBPART J: FOOD SERVICE

Section

- 300.2010 Director of Food Services
- 300.2020 Dietary Staff in Addition to Director of Food Services
- 300.2030 Hygiene of Dietary Staff
- 300.2040 Diet Orders
- 300.2050 Meal Planning

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300.2060	Therapeutic Diets (Repealed)
300.2070	Scheduling Meals
300.2080	Menus and Food Records
300.2090	Food Preparation and Service
300.2100	Food Handling Sanitation
300.2110	Kitchen Equipment, Utensils, and Supplies

SUBPART K: MAINTENANCE, HOUSEKEEPING, AND LAUNDRY

Section	
300.2210	Maintenance
300.2220	Housekeeping
300.2230	Laundry Services

SUBPART L: FURNISHINGS, EQUIPMENT, AND SUPPLIES

Section	
300.2410	Furnishings
300.2420	Equipment and Supplies
300.2430	Sterilization of Equipment and Supplies

SUBPART M: WATER SUPPLY AND SEWAGE DISPOSAL

Section	
300.2610	Codes
300.2620	Water Supply
300.2630	Sewage Disposal
300.2640	Plumbing

SUBPART N: DESIGN AND CONSTRUCTION STANDARDS
FOR NEW INTERMEDIATE CARE AND SKILLED NURSING FACILITIES

Section	
300.2810	Applicability of this Subpart N
300.2820	Compliance with Local Codes and Standards
300.2830	Preparation of Drawings and Specifications
300.2840	Site
300.2850	Administration and Public Areas
300.2860	Nursing Unit

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300.2870	Dining, Living, Activities Rooms
300.2880	Therapy and Personal Care
300.2890	Service Departments
300.2900	General Building Requirements
300.2910	Structural
300.2920	Mechanical Systems
300.2930	Plumbing Systems
300.2940	Electrical Systems

SUBPART O: DESIGN AND CONSTRUCTION STANDARDS
FOR EXISTING INTERMEDIATE CARE AND SKILLED NURSING FACILITIES

Section	
300.3010	Applicability
300.3020	Compliance with Local Codes and Standards
300.3030	Preparation of Drawings and Specifications
300.3040	Site
300.3050	Administration and Public Areas
300.3060	Nursing Unit
300.3070	Living, Dining, Activities Rooms
300.3080	Treatment and Personal Care
300.3090	Service Departments
300.3100	General Building Requirements
300.3110	Structural
300.3120	Mechanical Systems
300.3130	Plumbing Systems
300.3140	Electrical Requirements

SUBPART P: RESIDENT'S RIGHTS

Section	
300.3210	General
300.3220	Medical Care
300.3230	Restraints (Repealed)
300.3240	Abuse and Neglect
300.3250	Communication and Visitation
300.3260	Resident's Funds
300.3270	Residents' Advisory Council
300.3280	Contract With Facility

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300.3290	Private Right of Action
300.3300	Transfer or Discharge
300.3310	Complaint Procedures
300.3320	Confidentiality
300.3330	Facility Implementation

SUBPART Q: SPECIALIZED LIVING FACILITIES FOR THE MENTALLY ILL

Section

300.3410	Application of Other Sections of These Minimum Standards (Repealed)
300.3420	Administrator (Repealed)
300.3430	Policies (Repealed)
300.3440	Personnel (Repealed)
300.3450	Resident Living Services Medical and Dental Care (Repealed)
300.3460	Resident Services Program (Repealed)
300.3470	Psychological Services (Repealed)
300.3480	Social Services (Repealed)
300.3490	Recreational and Activities Services (Repealed)
300.3500	Individual Treatment Plan (Repealed)
300.3510	Health Services (Repealed)
300.3520	Medical Services (Repealed)
300.3530	Dental Services (Repealed)
300.3540	Optometric Services (Repealed)
300.3550	Audiometric Services (Repealed)
300.3560	Podiatric Services (Repealed)
300.3570	Occupational Therapy Services (Repealed)
300.3580	Nursing and Personal Care (Repealed)
300.3590	Resident Care Services (Repealed)
300.3600	Record Keeping (Repealed)
300.3610	Food Service (Repealed)
300.3620	Furnishings, Equipment and Supplies (New and Existing Facilities) (Repealed)
300.3630	Design and Construction Standards (New and Existing Facilities) (Repealed)

SUBPART R: DAYCARE PROGRAMS

Section

300.3710	Day Care in Long-Term Care Facilities
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SUBPART S: PROVIDING SERVICES TO PERSONS WITH SERIOUS MENTAL ILLNESS

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Section	
300.4000	Applicability of Subpart S
300.4010	Comprehensive Assessments for Residents with Serious Mental Illness Residing in Facilities Subject to Subpart S
300.4020	Reassessments for Residents with Serious Mental Illness Residing in Facilities Subject to Subpart S
300.4030	Individualized Treatment Plan for Residents with Serious Mental Illness Residing in Facilities Subject to Subpart S
300.4040	General Requirements for Facilities Subject to Subpart S
300.4050	Psychiatric Rehabilitation Services for Facilities Subject to Subpart S
300.4060	Discharge Plans for Residents with Serious Mental Illness Residing in Facilities Subject to Subpart S
300.4070	Work Programs for Residents with Serious Mental Illness Residing in Facilities Subject to Subpart S
300.4080	Community-Based Rehabilitation Programs for Residents with Serious Mental Illness Residing in Facilities Subject to Subpart S
300.4090	Personnel for Providing Services to Persons with Serious Mental Illness for Facilities Subject to Subpart S

SUBPART T: FACILITIES PARTICIPATING IN ILLINOIS DEPARTMENT OF
HEALTHCARE AND FAMILY SERVICES'
DEMONSTRATION PROGRAM FOR PROVIDING
SERVICES TO PERSONS WITH SERIOUS MENTAL ILLNESS

Section	
300.6000	Applicability of Subpart T (Repealed)
300.6005	Quality Assessment and Improvement for Facilities Subject to Subpart T (Repealed)
300.6010	Comprehensive Assessments for Residents of Facilities Subject to Subpart T (Repealed)
300.6020	Reassessments for Residents of Facilities Subject to Subpart T (Repealed)
300.6030	Individualized Treatment Plan for Residents of Facilities Subject to Subpart T (Repealed)
300.6040	General Requirements for Facilities Subject to Subpart T (Repealed)
300.6045	Serious Incidents and Accidents in Facilities Subject to Subpart T (Repealed)
300.6047	Medical Care Policies for Facilities Subject to Subpart T (Repealed)
300.6049	Emergency Use of Restraints for Facilities Subject to Subpart T (Repealed)
300.6050	Psychiatric Rehabilitation Services for Facilities Subject to Subpart T (Repealed)

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- 300.6060 Discharge Plans for Residents of Facilities Subject to Subpart T (Repealed)
- 300.6070 Work Programs for Residents of Facilities Subject to Subpart T (Repealed)
- 300.6080 Community-Based Rehabilitation Programs for Residents of Facilities Subject to Subpart T (Repealed)
- 300.6090 Personnel for Providing Services to Residents of Facilities Subject to Subpart T (Repealed)
- 300.6095 Training and Continuing Education for Facilities Subject to Subpart T (Repealed)

SUBPART U: ALZHEIMER'S SPECIAL CARE UNIT OR CENTER PROVIDING CARE TO PERSONS WITH ALZHEIMER'S DISEASE OR OTHER DEMENTIA

Section

- 300.7000 Applicability
 - 300.7010 Admission Criteria
 - 300.7020 Assessment and Care Planning
 - 300.7030 Ability-Centered Care
 - 300.7040 Activities
 - 300.7050 Staffing
 - 300.7060 Environment
 - 300.7070 Quality Assessment and Improvement
 - 300.7080 Variances to Enhance Residents' Quality of Life
-
- 300.APPENDIX A Example of Staffing Calculations from Section 300.1230
 - 300.APPENDIX B Crosswalk of Nursing Home Care Act Job Descriptions and Payroll Based Journal Job Titles
 - 300.APPENDIX C Federal Requirements Regarding Patients'/Residents' Rights (Repealed)
 - 300.APPENDIX D Forms for Day Care in Long-Term Care Facilities
 - 300.APPENDIX E Criteria for Activity Directors Who Need Only Minimal Consultation (Repealed)
 - 300.APPENDIX F Guidelines for the Use of Various Drugs
 - 300.APPENDIX G Facility Report
 - 300.TABLE A Sound Transmission Limitations in New Skilled Nursing and Intermediate Care Facilities
 - 300.TABLE B Pressure Relationships and Ventilation Rates of Certain Areas for New Intermediate Care Facilities and Skilled Nursing Facilities
 - 300.TABLE C Construction Types and Sprinkler Requirements for Existing Skilled Nursing Facilities/Intermediate Care Facilities (Repealed)
 - 300.TABLE D Heat Index Table/Apparent Temperature

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AUTHORITY: Implementing and authorized by the Nursing Home Care Act [210 ILCS 45].

SOURCE: Emergency rules adopted at 4 Ill. Reg. 10, p. 1066, effective March 1, 1980, for a maximum of 150 days; adopted at 4 Ill. Reg. 30, p. 311, effective July 28, 1980; emergency amendment at 6 Ill. Reg. 3229, effective March 8, 1982, for a maximum of 150 days; amended at 6 Ill. Reg. 5981, effective May 3, 1982; amended at 6 Ill. Reg. 6454, effective May 14, 1982; amended at 6 Ill. Reg. 8198, effective June 29, 1982; amended at 6 Ill. Reg. 11631, effective September 14, 1982; amended at 6 Ill. Reg. 14550 and 14554, effective November 8, 1982; amended at 6 Ill. Reg. 14684, effective November 15, 1982; amended at 7 Ill. Reg. 285, effective December 22, 1982; amended at 7 Ill. Reg. 1972, effective January 28, 1983; amended at 7 Ill. Reg. 8579, effective July 11, 1983; amended at 7 Ill. Reg. 15831, effective November 10, 1983; amended at 7 Ill. Reg. 15864, effective November 15, 1983; amended at 7 Ill. Reg. 16992, effective December 14, 1983; amended at 8 Ill. Reg. 15599, 15603, and 15606, effective August 15, 1984; amended at 8 Ill. Reg. 15947, effective August 17, 1984; amended at 8 Ill. Reg. 16999, effective September 5, 1984; codified at 8 Ill. Reg. 19766; amended at 8 Ill. Reg. 24186, effective November 29, 1984; amended at 8 Ill. Reg. 24668, effective December 7, 1984; amended at 8 Ill. Reg. 25102, effective December 14, 1984; amended at 9 Ill. Reg. 132, effective December 26, 1984; amended at 9 Ill. Reg. 4087, effective March 15, 1985; amended at 9 Ill. Reg. 11049, effective July 1, 1985; amended at 11 Ill. Reg. 16927, effective October 1, 1987; amended at 12 Ill. Reg. 1052, effective December 24, 1987; amended at 12 Ill. Reg. 16811, effective October 1, 1988; emergency amendment at 12 Ill. Reg. 18477, effective October 24, 1988, for a maximum of 150 days; emergency expired March 23, 1989; amended at 13 Ill. Reg. 4684, effective March 24, 1989; amended at 13 Ill. Reg. 5134, effective April 1, 1989; amended at 13 Ill. Reg. 20089, effective December 1, 1989; amended at 14 Ill. Reg. 14950, effective October 1, 1990; amended at 15 Ill. Reg. 554, effective January 1, 1991; amended at 16 Ill. Reg. 681, effective January 1, 1992; amended at 16 Ill. Reg. 5977, effective March 27, 1992; amended at 16 Ill. Reg. 17089, effective November 3, 1992; emergency amendment at 17 Ill. Reg. 2420, effective February 3, 1993, for a maximum of 150 days; emergency expired on July 3, 1993; emergency amendment at 17 Ill. Reg. 8026, effective May 6, 1993, for a maximum of 150 days; emergency expired on October 3, 1993; amended at 17 Ill. Reg. 15106, effective September 3, 1993; amended at 17 Ill. Reg. 16194, effective January 1, 1994; amended at 17 Ill. Reg. 19279, effective October 26, 1993; amended at 17 Ill. Reg. 19604, effective November 4, 1993; amended at 17 Ill. Reg. 21058, effective November 20, 1993; amended at 18 Ill. Reg. 1491, effective January 14, 1994; amended at 18 Ill. Reg. 15868, effective October 15, 1994; amended at 19 Ill. Reg. 11600, effective July 29, 1995; emergency amendment at 20 Ill. Reg. 567, effective January 1, 1996, for a maximum of 150 days; emergency expired May 29, 1996; amended at 20 Ill. Reg. 10142, effective July 15, 1996; amended at 20 Ill. Reg. 12208, effective September 10, 1996; amended at 21 Ill. Reg. 15000, effective November 15, 1997; amended at 22 Ill. Reg. 4094, effective February 13, 1998; amended at 22 Ill. Reg. 7218, effective April 15,

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1998; amended at 22 Ill. Reg. 16609, effective September 18, 1998; amended at 23 Ill. Reg. 1103, effective January 15, 1999; amended at 23 Ill. Reg. 8106, effective July 15, 1999; amended at 24 Ill. Reg. 17330, effective November 1, 2000; amended at 25 Ill. Reg. 4911, effective April 1, 2001; amended at 26 Ill. Reg. 3113, effective February 15, 2002; amended at 26 Ill. Reg. 4846, effective April 1, 2002; amended at 26 Ill. Reg. 10523, effective July 1, 2002; emergency amendment at 27 Ill. Reg. 2181, effective February 1, 2003, for a maximum of 150 days; emergency expired June 30, 2003; emergency amendment at 27 Ill. Reg. 5452, effective March 25, 2003, for a maximum of 150 days; emergency expired August 21, 2003; amended at 27 Ill. Reg. 5862, effective April 1, 2003; emergency amendment at 27 Ill. Reg. 14204, effective August 15, 2003, for a maximum of 150 days; emergency expired January 11, 2004; amended at 27 Ill. Reg. 15855, effective September 25, 2003; amended at 27 Ill. Reg. 18105, effective November 15, 2003; expedited correction at 28 Ill. Reg. 3528, effective November 15, 2003; amended at 28 Ill. Reg. 11180, effective July 22, 2004; amended at 28 Ill. Reg. 14623, effective October 20, 2004; amended at 29 Ill. Reg. 876, effective December 22, 2004; emergency amendment at 29 Ill. Reg. 11824, effective July 12, 2005, for a maximum of 150 days; emergency rule modified in response to JCAR Recommendation at 29 Ill. Reg. 15101, effective September 23, 2005, for the remainder of the maximum 150 days; emergency amendment expired December 8, 2005; amended at 29 Ill. Reg. 12852, effective August 2, 2005; amended at 30 Ill. Reg. 1425, effective January 23, 2006; amended at 30 Ill. Reg. 5213, effective March 2, 2006; amended at 31 Ill. Reg. 6044, effective April 3, 2007; amended at 31 Ill. Reg. 8813, effective June 6, 2007; amended at 33 Ill. Reg. 9356, effective June 17, 2009; amended at 34 Ill. Reg. 19182, effective November 23, 2010; amended at 35 Ill. Reg. 3378, effective February 14, 2011; amended at 35 Ill. Reg. 11419, effective June 29, 2011; expedited correction at 35 Ill. Reg. 17468, effective June 29, 2011; amended at 36 Ill. Reg. 14090, effective August 30, 2012; amended at 37 Ill. Reg. 2298, effective February 4, 2013; amended at 37 Ill. Reg. 4954, effective March 29, 2013; amended at 38 Ill. Reg. 22851, effective November 21, 2014; amended at 39 Ill. Reg. 5456, effective March 25, 2015; amended at 41 Ill. Reg. 14811, effective November 15, 2017; amended at 43 Ill. Reg. 3536, effective February 28, 2019; emergency amendment at 44 Ill. Reg. 8521, effective May 5, 2020, for a maximum of 150 days; emergency amendment to emergency rule at 44 Ill. Reg. 16264, effective September 15, 2020, for the remainder of the 150 days; emergency rule as amended expired October 1, 2020; emergency amendment at 44 Ill. Reg. 10217, effective May 28, 2020, for a maximum of 150 days; amended by emergency amendment to emergency rule at 44 Ill. Reg. 12931, effective July 14, 2020, for the remainder of the 150 days; emergency rule as amended repealed at 44 Ill. Reg. 17790, effective October 23, 2020; emergency amendment at 44 Ill. Reg. 16894, effective October 2, 2020, for a maximum of 150 days; emergency rule expired February 28, 2021; emergency amendment at 44 Ill. Reg. 18462, effective October 23, 2020, for a maximum of 150 days; emergency expired March 21, 2021; emergency amendment at 44 Ill. Reg. 19551, effective December 2, 2020, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 393, effective December

DEPARTMENT OF PUBLIC HEALTH

NOTICE OF REQUEST FOR EXPEDITED CORRECTION

18, 2020, for the remainder of the 150 days; emergency rule as amended expired April 30, 2021; amended at 45 Ill. Reg. 1134, effective January 8, 2021; emergency amendment at 45 Ill. Reg. 3046, effective March 1, 2021, for a maximum of 150 days; emergency amendment repealed by emergency rulemaking at 45 Ill. Reg. 10087, effective July 25, 2021; emergency amendment at 45 Ill. Reg. 4285, effective March 22, 2021, for a maximum of 150 days; emergency expired August 18, 2021; emergency amendment at 45 Ill. Reg. 6354, effective May 1, 2021, for a maximum of 150 days; emergency expired September 27, 2021; emergency amendment at 45 Ill. Reg. 9498, effective July 8, 2021, for a maximum of 150 days; emergency amendment at 45 Ill. Reg. 10847, effective August 19, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 12889, effective September 21, 2021, for the remainder of the 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 15127, effective November 9, 2021, for the remainder of the 150 days; amended at 45 Ill. Reg. 11096, effective August 27, 2021; emergency amendment at 45 Ill. Reg. 11941, effective September 17, 2021, for a maximum of 150 days; emergency amendment to emergency rule at 45 Ill. Reg. 14550, effective November 5, 2021, for the remainder of the 150 days; emergency amendment at 45 Ill. Reg. 13108, effective September 28, 2021, for a maximum of 150 days; emergency amendment at 45 Ill. Reg. 14003, effective October 22, 2021, for a maximum of 150 days; amended at 45 Ill. Reg. 13953, effective October 25, 2021; expedited correction at 46 Ill. Reg. _____, effective October 25, 2021.

SUBPART P: RESIDENT'S RIGHTS

Section 300.3210 General

- a) *No resident shall be deprived of any rights, benefits, or privileges guaranteed by law, the Constitution of the State of Illinois, or the Constitution of the United States solely based on account of his or her~~their~~ status as a resident of a facility.* (Section 2-101 of the Act) ~~(A, B)~~
- b) *A resident shall be permitted to retain and use or wear his or her personal property in his or her immediate living quarters, unless deemed medically inappropriate by a physician and so documented in the resident's clinical record.* (Section 2-103 of the Act)
- c) *If clothing is provided to the resident by the facility, it shall be of a proper fit.* (Section 2-103 of the Act)
- d) *The facility shall provide adequate ~~and convenient~~ storage space for the personal property of the resident.* (Section 2-103 of the Act)

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- e) *The facility shall provide a means of safeguarding small items of value for its residents in their rooms or in any other part of the facility so long as the residents have daily access to ~~their~~ such valuables.* (Section 2-103 of the Act)
- f) *The facility shall make reasonable efforts to prevent loss and theft of residents' property. Those efforts shall be appropriate to the particular facility and may, ~~for example,~~ include, but are not limited to, staff training and monitoring, labeling property, and frequent property inventories.* (Section 2-103 of the Act)
- g) *The ~~facility~~ facility shall develop procedures for investigating complaints concerning theft of residents' property and shall promptly investigate all ~~such~~ complaints.* (Section 2-103 of the Act)
- h) *The facility administrator shall ensure that married residents residing in the same facility be allowed to reside in the same room within the facility unless there is no room available in the facility or it is deemed medically inadvisable by the residents' attending physician and so documented in the residents' medical records.* (Section 2-108(e) of the Act)
- i) There shall be no traffic through a resident's room to reach any other area of the building. ~~(B)~~
- j) Children under 16 years of age who are related to employees or owners of a facility, and who are not themselves employees of the facility, shall be restricted to quarters reserved for family or employee use except during times when such children are part of a group visiting the facility as part of a planned program, or similar activity.
- k) *A resident may refuse to perform labor for a facility.* (Section 2-113 of the Act)
- l) *A resident shall be permitted the free exercise of religion. Upon a resident's request, and if necessary at his or her expense, the facility administrator shall make arrangements for a resident's attendance at religious services of the resident's choice. However, no religious beliefs or practices, or attendance at religious services, may be imposed upon any resident.* (Section 2-109 of the Act)
- m) All facilities shall comply with the "Election Code" ~~(Ill. Rev. Stat. 1991, ch. 46, par. 1-1 et seq.)~~ [10 ILCS 5] as it pertains to absentee voting for residents of

DEPARTMENT OF PUBLIC HEALTH

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licensed long-term care facilities.

- n) *The facility shall immediately notify the resident's next of kin, representative and physician of the resident's death or when the resident's death appears to be imminent. (Section 2-208 of the Act)*
- o) *The facility shall also immediately notify the resident's family, guardian, representative, conservator, and any private or public agency financially responsible for the resident's care whenever unusual circumstances such as accidents, sudden illness, disease, unexplained absences, extraordinary resident charges, billings, or related administrative matters arise. ~~(B)~~*
- p) *Where a resident, a resident's representative or a resident's next of kin believes that an emergency exists each of them, collectively or separately, may file a verified petition to the circuit court for the county in which the facility is located for an order placing the facility under the control of a receiver. (Section 3-503 of the Act) As used in Section 3-503 ~~of the Act of the Act~~, "emergency" means a threat to the health, safety or welfare of a resident that the facility is unwilling or unable to correct. (Section 3-501 of the Act)*
- q) *An identification wristlet may be employed for any resident upon a physician's order, which shall document the need for the identification wristlet in the resident's clinical record. Nothing in this Section prohibits a facility from allowing any resident who requests an identification wristlet from having one. A facility may provide an identification wristlet to any resident if requested by the resident.*
- r) *A facility may require a resident residing in an Alzheimer's disease unit, as defined in Subpart U, with a history of wandering to wear an identification wristlet, unless the resident's guardian or power of attorney directs that the wristlet be removed.*
- s) *All identification wristlets shall include, at a minimum, the resident's name and the name, telephone number, and address of the facility issuing the identification wristlet. (Section 2-106a of the Act)*
- t) *The facility shall ensure that residents are not subjected to physical, verbal, sexual or psychological abuse, neglect, exploitation, or misappropriation of property.*

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- uq) Cook County facilities with Colbert Class Members shall provide residents access to the supports and services they need in the most integrated settings appropriate to their needs, including community-based settings, to promote and maximize their independence, choice, and opportunities to develop and use independent living skills. For the purposes of this subsection (uq), "community-based setting" means the most integrated setting appropriate to promote the resident's independence in daily living and ability to interact with persons without disabilities to the fullest extent possible.

(Source: Amended at 45 Ill. Reg. 13953, effective October 25, 2021; expedited correction at 46 Ill. Reg. _____, effective October 25, 2021)

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SECOND NOTICES RECEIVED

The following second notices were received during the period of November 30, 2021 through December 06, 2021. These rulemakings are scheduled for the January 11, 2022 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.

Second Notice Expires	Agency and Rule	Start of First Notice	JCAR Meeting
01/14/2022	<u>Department of Labor</u> , Minimum Wage Law (56 Ill. Adm. Code 210)	06/11/21 45 Ill. Reg. 06894	01/11/2022

ILLINOIS STATE POLICE

JANUARY 2022 REGULATORY AGENDA

- a) Part (Heading and Code Citation): Firearms Owner's Identification Card Act (20 Ill. Adm. Code 1230)
- 1) Rulemaking:
- A) Description: These rules will be amended, and additional sections will be proposed in order to establish requirements regarding the submission of fingerprints and establishment of a stolen firearms database created as a result of the passage of HB562, Senate Amendment 1 by the 102nd General Assembly.
- B) Statutory Authority: Firearm Owner's Identification Card Act [430 ILCS 65] and authorized by Section 2605-120 of the Civil Administrative Code of Illinois [20 ILCS 2605/2605-120].
- C) Scheduled meeting/hearing dates: No schedule has been established at this time.
- D) Date agency anticipates First Notice: No schedule has been established at this time.
- E) Effect on small businesses, small municipalities or not for profit corporations: The ISP does not anticipate any effect on small businesses, small municipalities, or not for profit corporations; however, the ISP will conduct further analysis based upon the rulemaking.
- F) Agency contact person for information:
- Ms. Maureen McCurry
Chief Legal Counsel
Illinois State Police
801 South Seventh Street, Suite 1000-S
Springfield, Illinois 62703
- 217/782-7858
- G) Related rulemakings and other pertinent information: None

ILLINOIS STATE POLICE

JANUARY 2022 REGULATORY AGENDA

- b) Part (Heading and Code Citation): Sex Offender Registration Act (20 Ill. Adm. Code 1280)
- 1) Rulemaking:
- A) Description: These sections will be proposed in order to establish requirements for appealing the extension of the registration periods under these statutes.
- B) Statutory Authority: Sections 4 and 7 of the Sex Offender Registration Act [730 ILCS 150/4] and authorized by Section 2605-35 of the Civil Administrative Code of Illinois [20 ILCS 2605-2605-35(a)(8)]; and the Child Murderer and Violent Offender Against Youth Registration Act [730 ILCS 154] and the Child Murderer and Violent Offender Against Youth Community Notification Law [730 ILCS 154/75 through 105] and authorized by Section 2605-15 of the Civil Administrative Code of Illinois [20 ILCS 2605/2605-15].
- C) Scheduled meeting/hearing dates: No schedule has been established at this time.
- D) Date agency anticipates First Notice: No schedule has been established at this time.
- E) Effect on small businesses, small municipalities or not for profit corporations: The ISP does not anticipate any effect on small businesses, small municipalities, or not for profit corporations; however, the ISP will conduct further analysis based upon the rulemaking.
- F) Agency contact person for information:

Ms. Maureen McCurry
Chief Legal Counsel
Illinois State Police
801 South Seventh Street, Suite 1000-S
Springfield, Illinois 62703

217/782-7858

ILLINOIS STATE POLICE

JANUARY 2022 REGULATORY AGENDA

- G) Related rulemakings and other pertinent information: None
- c) Part (Heading and Code Citation): Testing of Breath, Blood and Urine for Alcohol, Other Drugs, and Intoxicating Compounds (20 Ill. Adm. Code 1286)
- 1) Rulemaking:
- A) Description: These sections will be proposed in order to remove specific instruments that have become obsolete from the Approved Evidential Instrument List.
- B) Statutory Authority: Authorized by Section 2605-15 of the Civil Administrative Code of Illinois [20 ILCS 2605/2605-15], Section 6-106.1a of the Illinois Vehicle Code [625 ILCS 5/6-106.1a], Section 11-501.2 of the Illinois Vehicle Code [625 ILCS 5/11-501.2], Section 11-501.5 of the Illinois Vehicle Code [625 ILCS 5/11-501.5], Section 11-501.6 of the Illinois Vehicle Code [625 ILCS 5/11-501.6], by Section 11-501.8 of the Illinois Vehicle Code [625 ILCS 5/11-501.8], Section 5-7.5 of the Snowmobile Registration and Safety Act [625 ILCS 40/5-7.5], Section 5-16b of the Boat Registration and Safety Act [625 ILCS 45/5-16b], and Section 6-1 of the Boat Registration and Safety Act [625 ILCS 45/6-1].
- C) Scheduled meeting/hearing dates: No schedule has been established at this time.
- D) Date agency anticipates First Notice: No schedule has been established at this time.
- E) Effect on small businesses, small municipalities or not for profit corporations: The ISP does not anticipate any effect on small businesses, small municipalities, or not for profit corporations; however, the ISP will conduct further analysis based upon the rulemaking.
- F) Agency contact person for information:

Ms. Maureen McCurry
Chief Legal Counsel
Illinois State Police
801 South Seventh Street, Suite 1000-S

ILLINOIS STATE POLICE

JANUARY 2022 REGULATORY AGENDA

Springfield, Illinois 62703

217/782-7858

G) Related rulemakings and other pertinent information: None

d) Parts (Heading and Code Citations): Consolidation of 9-1-1 Emergency Systems (20 Ill. Adm. Code 1324); Standards of Service Applicable to 9-1-1 Emergency Systems (20 Ill. Adm. Code 1325); Requirements for Private Business Switch Service to Comply with the Emergency Telephone System Act (20 Ill. Adm. Code 1326); 9-1-1 Emergency (83 Ill. Adm. Code 1327); Standards of Service Applicable to Wireless 9-1-1 Emergency Systems (83 Ill. Adm. Code 1328); Administration of the Statewide 9-1-1 Fund (83 Ill. Adm. Code 1329))

1) Rulemaking:

A) Description: These sections will be proposed in order to ensure compliance with Public Act 102-9, which amended the Emergency Telephone System Act effective June 3, 2021.

B) Statutory Authority: Authorized by Section 10 of the Emergency Telephone System Act [50 ILCS 750/10].

C) Scheduled meeting/hearing dates: No schedule has been established at this time.

D) Date agency anticipates First Notice: No schedule has been established at this time.

E) Effect on small businesses, small municipalities or not for profit corporations: The ISP does not anticipate any effect on small businesses, small municipalities, or not for profit corporations; however, the ISP will conduct further analysis based upon the rulemaking.

F) Agency contact person for information:

Ms. Maureen McCurry
Chief Legal Counsel
Illinois State Police

ILLINOIS STATE POLICE

JANUARY 2022 REGULATORY AGENDA

801 South Seventh Street, Suite 1000-S
Springfield, Illinois 62703

217/782-7858

- G) Related rulemakings and other pertinent information: None

DEPARTMENT OF TRANSPORTATION

JANUARY 2022 REGULATORY AGENDA

- a) Part (Heading and Code Citation): Diesel Emission Inspection Program (92 Ill. Adm. Code 460)
- 1) Rulemaking:
- A) Description: Chapter 13 of the Illinois Vehicle Code was recently amended to require the Department to issue permits to Official Portable Emissions Testing Companies (OPETCs) for the purpose of performing diesel emissions tests. The Department will amend this Part to add permitting requirements for OPETCs. Additional amendments will include changes to definitions, Certified Diesel Emission Tester application requirements, and the reporting of test results. The Department will also propose a small increase to the annual diesel emission inspection fee.
- B) Statutory Authority: 625 ILCS 5/13-109.1
- C) Scheduled meeting/hearing date: None scheduled
- D) Date agency anticipates First Notice: Within six months
- E) Effect on small businesses, small municipalities, or not for profit corporations: This rulemaking will affect small businesses that perform diesel emission inspections at Official Testing Stations in Illinois and those who wish to operate as an Official Portable Emissions Testing Company under permit by the Department. The proposed increase to the diesel inspection fee will affect small businesses that perform diesel emissions tests and those that submit vehicles for testing.
- F) Agency contact person for information:
- Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313
Springfield, Illinois 62764
- G) Related rulemakings and other pertinent information: None
- b) Part (Heading and Code Citation): Administrative Requirements for Official Testing Stations (92 Ill. Adm. Code 451)

DEPARTMENT OF TRANSPORTATION

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1) Rulemaking:

A) Description: The Department will propose significant updates to this Part to address changes in operational requirements for Official Testing Stations. The proposed amendments will include updated procedures for the completion and submission of vehicle inspection reports, additions to the list of approved testing equipment, and amendments to CST testing and qualification requirements. Additional changes are expected.

B) Statutory Authority: 625 ILCS 5/6-410; 625 ILCS 5/12-812; and 625 ILCS 5/Ch. 13

C) Scheduled meeting/hearing date: None scheduled

D) Date agency anticipates First Notice: Within six months

E) Effect on small businesses, small municipalities, or not for profit corporations: This rulemaking will affect small businesses or small municipalities that operate Official Testing Stations in Illinois.

F) Agency contact person for information:

Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313
Springfield, Illinois 62764

G) Related rulemakings and other pertinent information: None

c) Part (Heading and Code Citation): Selection of Architectural, Engineering and Land Surveying Services (44 Ill. Adm. Code 625)

1) Rulemaking:

A) Description: The Department will propose a general update to this Part not inconsistent with the requirements of 23 C.F.R. 172. Amendments will include updates to the notification procedures for selected firms and

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JANUARY 2022 REGULATORY AGENDA

changes to the membership of the selection committee. Additional non-substantive amendments are expected.

- B) Statutory Authority: 30 ILCS 535/10; 605 ILCS 5/4-201.1; and 20 ILCS 5/5-625
- C) Scheduled meeting/hearing date: None scheduled
- D) Date agency anticipates First Notice: Within six months
- E) Effect on small businesses, small municipalities, or not for profit corporations: The rulemaking will affect small businesses that bid on State contracts for architectural, engineering, and land surveying services; however, no adverse impact is expected.
- F) Agency contact person for information:

Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313
Springfield, Illinois 62764

- G) Related rulemakings and other pertinent information: None

d) Part (Heading and Code Citation): Control of Outdoor Advertising Adjacent to Primary and Interstate Highways (92 Ill. Adm. Code 522)

1) Rulemaking:

- A) Description: The Department will propose general updates to this rule to remove dated information, update definitions, and to amend and clarify the application process. Additional amendments are anticipated.
- B) Statutory Authority: 605 ILCS 5/4-201.1
- C) Scheduled meeting/hearing date: None scheduled
- D) Date agency anticipates First Notice: Within six months

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- E) Effect on small businesses, small municipalities, or not for profit corporations: This rulemaking affects small businesses, small municipalities, and not for profit corporations that apply for permits to erect signs along interstate or primary highways in Illinois.
- F) Agency contact person for information:
- Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313
Springfield, Illinois 62764
- G) Related rulemakings and other pertinent information: None
- e) Part (Heading and Code Citation): School Bus Modifications Pilot Program (92 Ill. Adm. Code 448)
- 1) Rulemaking:
- A) Description: Chapter 12 of the Illinois Vehicle Code was recently amended to provide the Department the authority to develop a test pilot program for school bus safety equipment. The Department will propose new rules to address the application, review, and approval processes for the pilot program.
- B) Statutory Authority: 625 ILCS 5/12-812
- C) Scheduled meeting/hearing date: None scheduled
- D) Date agency anticipates First Notice: Within six months
- E) Effect on small businesses, small municipalities, or not for profit corporations: None anticipated
- F) Agency contact person for information:
- Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313

DEPARTMENT OF TRANSPORTATION

JANUARY 2022 REGULATORY AGENDA

Springfield, Illinois 62764

G) Related rulemakings and other pertinent information: Nonef) Part (Heading and Code Citation): Aviation Safety (92 Ill. Adm. Code 14)1) Rulemaking:A) Description: The Department will propose an update to this Part to reflect changes made to the Illinois Aeronautics Act by Public Act 101-538. Public Act 101-538 requires airports under the jurisdiction of the Department to fly the POW/MIA flag.B) Statutory Authority: 620 ILCS 5C) Scheduled meeting/hearing date: None scheduledD) Date agency anticipates First Notice: Within six monthsE) Effect on small businesses, small municipalities, or not for profit corporations: This rulemaking will affect those small municipalities that operate an airport under the Department's jurisdiction.F) Agency contact person for information:Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313
Springfield, Illinois 62764G) Related rulemakings and other pertinent information: Noneg) Part (Heading and Code Citation): State Operating Assistance to Downstate Areas (92 Ill. Adm. Code 653)1) Rulemaking:

DEPARTMENT OF TRANSPORTATION

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- A) Description: The Department will propose amendments to this Part consistent with changes made to the Downstate Public Transportation Act by Public Act 102-0626.
- B) Statutory Authority: 30 ILCS 740/Articles I and II
- C) Scheduled meeting/hearing date: None scheduled
- D) Date agency anticipates First Notice: Within six months
- E) Effect on small businesses, small municipalities, or not for profit corporations: This rulemaking will affect small municipalities that meet the definition of Participant, as defined at 30 ILCS 740/2-2.02, and which apply for operating assistance funds under the Downstate Public Transportation Act.
- F) Agency contact person for information:
- Greg Stucka, Rules Manager
Illinois Department of Transportation
2300 S. Dirksen Parkway, Room 313
Springfield, Illinois 62764
- G) Related rulemakings and other pertinent information: None

PROCLAMATIONS

2021-258**Pearl Harbor Remembrance Day**

WHEREAS, on December 7th, 1941, Japanese bombers attacked unsuspecting American sailors and soldiers stationed at Pearl Harbor; and,

WHEREAS, during the attack, more than 2,000 Americans were killed and 1,000 wounded, including 50 servicemen from Illinois; and,

WHEREAS, in response, President Franklin Roosevelt and Congress promptly declared war on Japan and its allies, entering World War II; and,

WHEREAS, a Grand Coalition of French, English, Russian, and American servicemen conducted massive campaigns and operations in the Pacific, African, and European theaters, serving valiantly on all fronts; and,

WHEREAS, on May 7th, 1945, Germany surrendered, shortly followed by Japan's surrender on August 14th of the same year; and,

WHEREAS, by the war's end, more than eight million Americans were serving in the Army alone, more than at any other point in history; and,

WHEREAS, thanks to the Grand Coalition, our servicemen, and all those at home who contributed to the war effort, the rights, liberty, and freedom of all peoples were secured; and,

WHEREAS, this year marks the 80th anniversary of the attack on Pearl Harbor and the 76th anniversary of the end of the Second World War;

THEREFORE, I, JB Pritzker, Governor of the State of Illinois, do hereby proclaim December 7th, 2021, as Pearl Harbor Remembrance Day in Illinois and order all persons or entities governed by the Illinois Flag Display Act to fly their flags at half-staff on this day from sunrise until sunset in memory of all the heroes who died in the attack on Pearl Harbor and in tribute to all the men and women who sacrificed for the preservation of our rights and freedoms.

Issued by the Governor: December 2, 2021

Filed by the Secretary of State: December 2, 2021

2021-259**Chicago Firefighter-EMT Michael R. Pickering Line of Duty Death Flag Lowering**

PROCLAMATIONS

WHEREAS, all residents owe a debt of gratitude to the firefighters of Illinois who selflessly risk their lives to protect people and keep our families and our property safe; and,

WHEREAS, every day, these men and women face great risks and often put their lives in danger to perform their duties especially during the COVID-19 pandemic where they are on the front l; and,

WHEREAS, on October 8, 2021, Chicago Firefighter-EMT Michael R. Pickering, 45, died from complications of COVID-19 – the fourth Chicago firefighter to succumb to the virus; and,

WHEREAS, Firefighter Pickering joined the Chicago Fire Department on May 16th, 2003, and was assigned to Engine 29 in Bridgeport; and,

WHEREAS, Firefighter Pickering was born on February 17th, 1976, in Chicago to Christine Deierl – a retired Chicago Police Department Sergeant; and was father to daughters Zoey and Ella Pickering and stepfather to John Christian; and brother to Mary Pickering Cline; and they all survive; and,

WHEREAS, services for Firefighter Pickering were held on Saturday, October 16th, 2021;

THEREFORE, I, JB Pritzker, Governor of the State of Illinois, do hereby order all persons or entities governed by the Illinois Flag Display Act to lower flags to half-staff from sunrise Friday, December 3, 2021, till sunset on Friday, December 3, 2021, in honor and remembrance of Firefighter Michael R. Pickering whose service shall forever be an inspiration to the people of Illinois.

Issued by the Governor: December 2, 2021

Filed by the Secretary of State: December 2, 2021