



99TH GENERAL ASSEMBLY

State of Illinois

2015 and 2016

SB1319

Introduced 2/18/2015, by Sen. Iris Y. Martinez

SYNOPSIS AS INTRODUCED:

See Index

Amends the School Code and Critical Health Problems and Comprehensive Health Education Act. Makes changes concerning the divisions of the State Board of Education, a block grant progress report and plan, references to English learners, educational service regions, regional and assistant regional superintendents of schools, references to educator licensure, and the advisory committee relating to the Critical Health Problems and Comprehensive Health Education Act. Repeals Sections concerning requiring certain entities to design continuing education programs, the Innovation, Intervention, and Restructuring Task Force, access to the State Board's educational network, the inspection and review of school facilities and a task force, the Ensuring Success in School Task Force, a regional professional development review committee, the Task Force on the Prevention of Sexual Abuse of Children, and the Eradicate Domestic Violence Task Force. Effective July 1, 2015.

LRB099 06560 NHT 26633 b

FISCAL NOTE ACT
MAY APPLY

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections
5 1A-10, 1C-4, 2-3.12, 2-3.39, 2-3.62, 2-3.64a-5, 3-1, 3-2.5,
6 3-11, 3-15.6, 3-15.10, 3-15.17, 10-17a, 14-8.02, 14-9.01,
7 14C-1, 14C-2, 14C-3, 14C-5, 14C-7, 14C-9, 14C-11, 27A-5,
8 34-2.4, and 34-8.17 and by renumbering and changing Section
9 2-3.160 as follows:

10 (105 ILCS 5/1A-10)

11 Sec. 1A-10. Divisions of Board. The State Board of
12 Education shall have, without limitation, the following,
13 ~~before April 1, 2005, create~~ divisions within the Board,
14 ~~including without limitation the following:~~

15 (1) Educator Effectiveness ~~Teaching and Learning~~
16 ~~Services for All Children.~~

17 (2) Improvement and Innovation ~~School Support Services~~
18 ~~for All Schools.~~

19 (3) Fiscal Support Services.

20 (4) (Blank).

21 (5) Internal Auditor.

22 (6) Human Resources.

23 (7) Legal.

1 (8) Specialized Instruction, Nutrition, and Wellness.

2 (9) Language and Early Childhood Development.

3 The State Board of Education may, after consultation with the
4 General Assembly, add any divisions or functions to the Board
5 that it deems appropriate and consistent with Illinois law.

6 (Source: P.A. 95-793, eff. 1-1-09.)

7 (105 ILCS 5/1C-4)

8 Sec. 1C-4. Reports. ~~The State Superintendent of Education,~~
9 ~~in cooperation with the school districts participating under~~
10 ~~this Article, shall annually report to the leadership of the~~
11 ~~General Assembly on the progress made in implementing this~~
12 ~~Article. By February 1, 1997, the State Board of Education~~
13 ~~shall submit to the Governor and General Assembly a~~
14 ~~comprehensive plan for Illinois school districts, including~~
15 ~~the school district that has been organized under Article 34~~
16 ~~and is under the jurisdiction of the Chicago Board of~~
17 ~~Education, to establish and implement a block grant funding~~
18 ~~system for educational programs that are currently funded~~
19 ~~through single program grants. Before submitting its plan to~~
20 ~~establish and implement a block grant funding system to the~~
21 ~~Governor and General Assembly as required by this Section, the~~
22 ~~State Board of Education shall give appropriate notice of and~~
23 ~~hold statewide public hearings on the subject of funding~~
24 ~~educational programs through block grants. The plan shall be~~
25 ~~designed to relieve school districts of the administrative~~

1 ~~burdens that impede efficiency and accompany single program~~
2 ~~funding.~~ A school district that receives an Early Childhood
3 Education Block Grant shall report to the State Board of
4 Education on its use of the block grant in such form and detail
5 as the State Board of Education may specify. In addition, the
6 report must include the following description for the district,
7 which must also be reported to the General Assembly: block
8 grant allocation and expenditures by program; population and
9 service levels by program; and administrative expenditures by
10 program. The State Board of Education shall ensure that the
11 reporting requirements for a district organized under Article
12 34 of this Code are the same as for all other school districts
13 in this State.

14 (Source: P.A. 97-238, eff. 8-2-11.)

15 (105 ILCS 5/2-3.12) (from Ch. 122, par. 2-3.12)

16 Sec. 2-3.12. School building code.

17 (a) To prepare for school boards with the advice of the
18 Department of Public Health, the Capital Development Board, and
19 the State Fire Marshal a school building code that will
20 conserve the health and safety and general welfare of the
21 pupils and school personnel and others who use public school
22 facilities.

23 (b) Within 2 years after September 23, 1983, and every 10
24 years thereafter, or at such other times as the State Board of
25 Education deems necessary or the regional superintendent so

1 orders, each school board subject to the provisions of this
2 Section shall again survey its school buildings and effectuate
3 any recommendations in accordance with the procedures set forth
4 herein.

5 (1) An architect or engineer licensed in the State of
6 Illinois is required to conduct the surveys under the
7 provisions of this Section and shall make a report of the
8 findings of the survey titled "safety survey report" to the
9 school board.

10 (2) The school board shall approve the safety survey
11 report, including any recommendations to effectuate
12 compliance with the code, and submit it to the Regional
13 Superintendent.

14 (3) The Regional Superintendent shall render a
15 decision regarding approval or denial and submit the safety
16 survey report to the State Superintendent of Education.

17 (4) The State Superintendent of Education shall
18 approve or deny the report including recommendations to
19 effectuate compliance with the code and, if approved, issue
20 a certificate of approval.

21 (5) Upon receipt of the certificate of approval, the
22 Regional Superintendent shall issue an order to effect any
23 approved recommendations included in the report. The
24 report shall meet all of the following requirements:

25 (A) Items in the report shall be prioritized.

26 (B) Urgent items shall be considered as those items

1 related to life safety problems that present an
2 immediate hazard to the safety of students.

3 (C) Required items shall be considered as those
4 items that are necessary for a safe environment but
5 present less of an immediate hazard to the safety of
6 students.

7 (D) Urgent and required items shall reference a
8 specific rule in the code authorized by this Section
9 that is currently being violated or will be violated
10 within the next 12 months if the violation is not
11 remedied.

12 (6) The school board of each district so surveyed and
13 receiving a report of needed recommendations to be made to
14 maintain standards of safety and health of the pupils
15 enrolled shall effectuate the correction of urgent items as
16 soon as achievable to ensure the safety of the students,
17 but in no case more than one year after the date of the
18 State Superintendent of Education's approval of the
19 recommendation.

20 (7) Required items shall be corrected in a timely
21 manner, but in no case more than 5 years from the date of
22 the State Superintendent of Education's approval of the
23 recommendation.

24 (8) Once each year the school board shall submit a
25 report of progress on completion of any recommendations to
26 effectuate compliance with the code.

1 (c) As soon as practicable, but not later than 2 years
2 after January 1, 1993, the State Board of Education shall
3 combine the document known as "Efficient and Adequate Standards
4 for the Construction of Schools" with the document known as
5 "Building Specifications for Health and Safety in Public
6 Schools" together with any modifications or additions that may
7 be deemed necessary. The combined document shall be known as
8 the "Health/Life Safety Code for Public Schools" and shall be
9 the governing code for all facilities that house public school
10 students or are otherwise used for public school purposes,
11 whether such facilities are permanent or temporary and whether
12 they are owned, leased, rented, or otherwise used by the
13 district. Facilities owned by a school district but that are
14 not used to house public school students or are not used for
15 public school purposes shall be governed by separate provisions
16 within the code authorized by this Section.

17 (d) The 10 year survey cycle specified in this Section
18 shall continue to apply based upon the standards contained in
19 the "Health/Life Safety Code for Public Schools", which shall
20 specify building standards for buildings that are constructed
21 prior to January 1, 1993 and for buildings that are constructed
22 after that date.

23 (e) The "Health/Life Safety Code for Public Schools" shall
24 be the governing code for public schools; however, the
25 provisions of this Section shall not preclude inspection of
26 school premises and buildings pursuant to Section 9 of the Fire

1 Investigation Act, provided that the provisions of the
2 "Health/Life Safety Code for Public Schools", or such
3 predecessor document authorized by this Section as may be
4 applicable are used, and provided that those inspections are
5 coordinated with the Regional Superintendent having
6 jurisdiction over the public school facility.

7 (e-5) After the effective date of this amendatory Act of
8 the 98th General Assembly, all new school building construction
9 governed by the "Health/Life Safety Code for Public Schools"
10 must include in its design and construction a storm shelter
11 that meets the minimum requirements of the ICC/NSSA Standard
12 for the Design and Construction of Storm Shelters (ICC-500),
13 published jointly by the International Code Council and the
14 National Storm Shelter Association. Nothing in this subsection
15 (e-5) precludes the design engineers, architects, or school
16 district from applying a higher life safety standard than the
17 ICC-500 for storm shelters.

18 (f) Nothing in this Section shall be construed to prohibit
19 the State Fire Marshal or a qualified fire official to whom the
20 State Fire Marshal has delegated his or her authority from
21 conducting a fire safety check in a public school.

22 (g) The Regional Superintendent shall address any
23 violations that are not corrected in a timely manner pursuant
24 to subsection (b) of Section 3-14.21 of this Code.

25 (h) Any agency having jurisdiction beyond the scope of the
26 applicable document authorized by this Section may issue a

1 lawful order to a school board to effectuate recommendations,
2 and the school board receiving the order shall certify to the
3 Regional Superintendent and the State Superintendent of
4 Education when it has complied with the order.

5 (i) The State Board of Education is authorized to adopt any
6 rules that are necessary relating to the administration and
7 enforcement of the provisions of this Section.

8 (j) The code authorized by this Section shall apply only to
9 those school districts having a population of less than 500,000
10 inhabitants.

11 (k) In this Section, a "qualified fire official" means an
12 individual that meets the requirements of rules adopted by the
13 State Fire Marshal in cooperation with the State Board of
14 Education to administer this Section. These rules shall be
15 based on recommendations made by the task force established
16 under Section 2-3.137 (now repealed) of this Code.

17 (Source: P.A. 98-883, eff. 1-1-15.)

18 (105 ILCS 5/2-3.39) (from Ch. 122, par. 2-3.39)

19 Sec. 2-3.39. Department of Transitional Bilingual
20 Education. To establish a Department of Transitional Bilingual
21 Education. In selecting staff for the Department of
22 Transitional Bilingual Education the State Board of Education
23 shall give preference to persons who are natives of foreign
24 countries where languages to be used in transitional bilingual
25 education programs are the predominant languages. The

1 Department of Transitional Bilingual Education has the power
2 and duty to:

3 (1) Administer and enforce the provisions of Article 14C of
4 this Code including the power to promulgate any necessary rules
5 and regulations.

6 (2) Study, review, and evaluate all available resources and
7 programs that, in whole or in part, are or could be directed
8 towards meeting the language capability needs of child English
9 learners and adult English learners ~~children and adults of~~
10 ~~limited English speaking ability~~ residing in the State.

11 (3) Gather information about the theory and practice of
12 bilingual education in this State and elsewhere, and encourage
13 experimentation and innovation in the field of bilingual
14 education.

15 (4) Provide for the maximum practical involvement of
16 parents of bilingual children, transitional bilingual
17 education teachers, representatives of community groups,
18 educators, and laymen knowledgeable in the field of bilingual
19 education in the formulation of policy and procedures relating
20 to the administration of Article 14C of this Code.

21 (5) Consult with other public departments and agencies,
22 including but not limited to the Department of Community
23 Affairs, the Department of Public Welfare, the Division of
24 Employment Security, the Commission Against Discrimination,
25 and the United States Department of Health, Education, and
26 Welfare in connection with the administration of Article 14C of

1 this Code.

2 (6) Make recommendations in the areas of preservice and
3 in-service training for transitional bilingual education
4 teachers, curriculum development, testing and testing
5 mechanisms, and the development of materials for transitional
6 bilingual education programs.

7 (7) Undertake any further activities which may assist in
8 the full implementation of Article 14C of this Code and to make
9 an annual report to the General Assembly to include an
10 evaluation of the program, the need for continuing such a
11 program, and recommendations for improvement.

12 The requirement for reporting to the General Assembly shall
13 be satisfied by filing copies of the report with the Speaker,
14 the Minority Leader and the Clerk of the House of
15 Representatives and the President, the Minority Leader and the
16 Secretary of the Senate and the Legislative Research Unit, as
17 required by Section 3.1 of "An Act to revise the law in
18 relation to the General Assembly", approved February 25, 1874,
19 as amended, and filing such additional copies with the State
20 Government Report Distribution Center for the General Assembly
21 as is required under paragraph (t) of Section 7 of the State
22 Library Act.

23 (Source: P.A. 84-1438.)

24 (105 ILCS 5/2-3.62) (from Ch. 122, par. 2-3.62)

25 Sec. 2-3.62. Educational service centers.

1 (a) A regional network of educational service centers shall
2 be established by the State Board of Education to coordinate
3 and combine existing services in a manner which is practical
4 and efficient and to provide new services to schools as
5 provided in this Section. Services to be made available by such
6 centers shall include the planning, implementation and
7 evaluation of:

8 (1) (blank);

9 (2) computer technology education;

10 (3) mathematics, science and reading resources for
11 teachers including continuing education, inservice
12 training and staff development.

13 The centers may provide training, technical assistance,
14 coordination and planning in other program areas such as school
15 improvement, school accountability, financial planning,
16 consultation, and services, career guidance, early childhood
17 education, alcohol/drug education and prevention, family life
18 - sex education, electronic transmission of data from school
19 districts to the State, alternative education and regional
20 special education, and telecommunications systems that provide
21 distance learning. Such telecommunications systems may be
22 obtained through the Department of Central Management Services
23 pursuant to Section 405-270 of the Department of Central
24 Management Services Law (20 ILCS 405/405-270). The programs and
25 services of educational service centers may be offered to
26 private school teachers and private school students within each

1 service center area provided public schools have already been
2 afforded adequate access to such programs and services.

3 Upon the abolition of the office, removal from office,
4 disqualification for office, resignation from office, or
5 expiration of the current term of office of the regional
6 superintendent of schools, whichever is earlier, the chief
7 administrative officer of the centers serving that portion of a
8 Class II county school unit outside of a city of 500,000 or
9 more inhabitants shall have and exercise, in and with respect
10 to each educational service region having a population of
11 2,000,000 or more inhabitants and in and with respect to each
12 school district located in any such educational service region,
13 all of the rights, powers, duties, and responsibilities
14 theretofore vested by law in and exercised and performed by the
15 regional superintendent of schools for that area under the
16 provisions of this Code or any other laws of this State.

17 The State Board of Education shall promulgate rules and
18 regulations necessary to implement this Section. The rules
19 shall include detailed standards which delineate the scope and
20 specific content of programs to be provided by each Educational
21 Service Center, as well as the specific planning,
22 implementation and evaluation services to be provided by each
23 Center relative to its programs. The Board shall also provide
24 the standards by which it will evaluate the programs provided
25 by each Center.

26 (b) Centers serving Class 1 county school units shall be

1 governed by an 11-member board, 3 members of which shall be
2 public school teachers nominated by the local bargaining
3 representatives to the appropriate regional superintendent for
4 appointment and no more than 3 members of which shall be from
5 each of the following categories, including but not limited to
6 superintendents, regional superintendents, school board
7 members and a representative of an institution of higher
8 education. The members of the board shall be appointed by the
9 regional superintendents whose school districts are served by
10 the educational service center. The composition of the board
11 will reflect the revisions of this amendatory Act of 1989 as
12 the terms of office of current members expire.

13 (c) The centers shall be of sufficient size and number to
14 assure delivery of services to all local school districts in
15 the State.

16 (d) From monies appropriated for this program the State
17 Board of Education shall provide grants paid from the Personal
18 Property Tax Replacement Fund to qualifying Educational
19 Service Centers applying for such grants in accordance with
20 rules and regulations promulgated by the State Board of
21 Education to implement this Section.

22 (e) The governing authority of each of the 18 regional
23 educational service centers shall appoint a family life - sex
24 education advisory board consisting of 2 parents, 2 teachers, 2
25 school administrators, 2 school board members, 2 health care
26 professionals, one library system representative, and the

1 director of the regional educational service center who shall
2 serve as chairperson of the advisory board so appointed.
3 Members of the family life - sex education advisory boards
4 shall serve without compensation. Each of the advisory boards
5 appointed pursuant to this subsection shall develop a plan for
6 regional teacher-parent family life - sex education training
7 sessions and shall file a written report of such plan with the
8 governing board of their regional educational service center.
9 The directors of each of the regional educational service
10 centers shall thereupon meet, review each of the reports
11 submitted by the advisory boards and combine those reports into
12 a single written report which they shall file with the Citizens
13 Council on School Problems prior to the end of the regular
14 school term of the 1987-1988 school year.

15 (f) The 14 educational service centers serving Class I
16 county school units shall be disbanded on the first Monday of
17 August, 1995, and their statutory responsibilities and
18 programs shall be assumed by the regional offices of education,
19 subject to rules and regulations developed by the State Board
20 of Education. The regional superintendents of schools elected
21 by the voters residing in all Class I counties shall serve as
22 the chief administrators for these programs and services. ~~By~~
23 ~~rule of the State Board of Education, the 10 educational~~
24 ~~service regions of lowest population shall provide such~~
25 ~~services under cooperative agreements with larger regions.~~

26 (Source: P.A. 97-619, eff. 11-14-11; 98-24, eff. 6-19-13;

1 98-647, eff. 6-13-14.)

2 (105 ILCS 5/2-3.64a-5)

3 Sec. 2-3.64a-5. State goals and assessment.

4 (a) For the assessment and accountability purposes of this
5 Section, "students" includes those students enrolled in a
6 public or State-operated elementary school, secondary school,
7 or cooperative or joint agreement with a governing body or
8 board of control, a charter school operating in compliance with
9 the Charter Schools Law, a school operated by a regional office
10 of education under Section 13A-3 of this Code, or a public
11 school administered by a local public agency or the Department
12 of Human Services.

13 (b) The State Board of Education shall establish the
14 academic standards that are to be applicable to students who
15 are subject to State assessments under this Section. The State
16 Board of Education shall not establish any such standards in
17 final form without first providing opportunities for public
18 participation and local input in the development of the final
19 academic standards. Those opportunities shall include a
20 well-publicized period of public comment and opportunities to
21 file written comments.

22 (c) Beginning no later than the 2014-2015 school year, the
23 State Board of Education shall annually assess all students
24 enrolled in grades 3 through 8 in English language arts and
25 mathematics.

1 Beginning no later than the 2017-2018 school year, the
2 State Board of Education shall annually assess all students in
3 science at one grade in grades 3 through 5, at one grade in
4 grades 6 through 8, and at one grade in grades 9 through 12.

5 The State Board of Education shall annually assess schools
6 that operate a secondary education program, as defined in
7 Section 22-22 of this Code, in English language arts and
8 mathematics. The State Board of Education shall administer no
9 more than 3 assessments, per student, of English language arts
10 and mathematics for students in a secondary education program.
11 One of these assessments shall include a college and career
12 ready determination.

13 Students who are not assessed for college and career ready
14 determinations may not receive a regular high school diploma
15 unless the student is exempted from taking State assessments
16 under subsection (d) of this Section because (i) the student's
17 individualized educational program developed under Article 14
18 of this Code identifies the State assessment as inappropriate
19 for the student, (ii) the student is enrolled in a program of
20 adult and continuing education, as defined in the Adult
21 Education Act, (iii) the school district is not required to
22 assess the individual student for purposes of accountability
23 under federal No Child Left Behind Act of 2001 requirements,
24 (iv) the student has been determined to be an English ~~language~~
25 ~~learner, referred to in this Code as a student with limited~~
26 ~~English proficiency,~~ and has been enrolled in schools in the

1 United States for less than 12 months, or (v) the student is
2 otherwise identified by the State Board of Education, through
3 rules, as being exempt from the assessment.

4 The State Board of Education shall not assess students
5 under this Section in subjects not required by this Section.

6 Districts shall inform their students of the timelines and
7 procedures applicable to their participation in every yearly
8 administration of the State assessments. The State Board of
9 Education shall establish periods of time in each school year
10 during which State assessments shall occur to meet the
11 objectives of this Section.

12 (d) Every individualized educational program as described
13 in Article 14 shall identify if the State assessment or
14 components thereof are appropriate for the student. The State
15 Board of Education shall develop rules governing the
16 administration of an alternate assessment that may be available
17 to students for whom participation in this State's regular
18 assessments is not appropriate, even with accommodations as
19 allowed under this Section.

20 Students receiving special education services whose
21 individualized educational programs identify them as eligible
22 for the alternative State assessments nevertheless shall have
23 the option of taking this State's regular assessment that
24 includes a college and career ready determination, which shall
25 be administered in accordance with the eligible accommodations
26 appropriate for meeting these students' respective needs.

1 All students determined to be ~~an~~ English learners language
2 ~~learner, referred to in this Code as a student with limited~~
3 ~~English proficiency,~~ shall participate in the State
4 assessments, excepting those students who have been enrolled in
5 schools in the United States for less than 12 months. Such
6 students may be exempted from participation in one annual
7 administration of the English language arts assessment. Any
8 student determined to be an English ~~language learner,~~ ~~referred~~
9 ~~to in this Code as a student with limited English proficiency,~~
10 shall receive appropriate assessment accommodations, including
11 language supports, which shall be established by rule. Approved
12 assessment accommodations must be provided until the student's
13 English language skills develop to the extent that the student
14 is no longer considered to be an English ~~language learner,~~
15 ~~referred to in this Code as a student with limited English~~
16 ~~proficiency,~~ as demonstrated through a State-identified
17 English language proficiency assessment.

18 (e) The results or scores of each assessment taken under
19 this Section shall be made available to the parents of each
20 student.

21 In each school year, the scores attained by a student on
22 the State assessment that includes a college and career ready
23 determination must be placed in the student's permanent record
24 and must be entered on the student's transcript pursuant to
25 rules that the State Board of Education shall adopt for that
26 purpose in accordance with Section 3 of the Illinois School

1 Student Records Act. In each school year, the scores attained
2 by a student on the State assessments administered in grades 3
3 through 8 must be placed in the student's temporary record.

4 (f) All schools shall administer an academic assessment of
5 English language proficiency in oral language (listening and
6 speaking) and reading and writing skills to all children
7 determined to be English ~~language~~ learners, ~~referred to in~~
8 ~~Section 14C 3 of this Code as children with limited~~
9 ~~English speaking ability.~~

10 (g) All schools in this State that are part of the sample
11 drawn by the National Center for Education Statistics, in
12 collaboration with their school districts and the State Board
13 of Education, shall administer the biennial academic
14 assessments under the National Assessment of Educational
15 Progress carried out under Section 411(b)(2) of the federal
16 National Education Statistics Act of 1994 (20 U.S.C. 9010) if
17 the U.S. Secretary of Education pays the costs of administering
18 the assessments.

19 (h) Subject to available funds to this State for the
20 purpose of student assessment, the State Board of Education
21 shall provide additional assessments and assessment resources
22 that may be used by school districts for local assessment
23 purposes. The State Board of Education shall annually
24 distribute a listing of these additional resources.

25 (i) For the purposes of this subsection (i), "academically
26 based assessments" means assessments consisting of questions

1 and answers that are measurable and quantifiable to measure the
2 knowledge, skills, and ability of students in the subject
3 matters covered by the assessments. All assessments
4 administered pursuant to this Section must be academically
5 based assessments. The scoring of academically based
6 assessments shall be reliable, valid, and fair and shall meet
7 the guidelines for assessment development and use prescribed by
8 the American Psychological Association, the National Council
9 on Measurement in Education, and the American Educational
10 Research Association.

11 The State Board of Education shall review the use of all
12 assessment item types in order to ensure that they are valid
13 and reliable indicators of student performance aligned to the
14 learning standards being assessed and that the development,
15 administration, and scoring of these item types are justifiable
16 in terms of cost.

17 (j) The State Superintendent of Education shall appoint a
18 committee of no more than 21 members, consisting of parents,
19 teachers, school administrators, school board members,
20 assessment experts, regional superintendents of schools, and
21 citizens, to review the State assessments administered by the
22 State Board of Education. The Committee shall select one of its
23 members as its chairperson. The Committee shall meet on an
24 ongoing basis to review the content and design of the
25 assessments (including whether the requirements of subsection
26 (i) of this Section have been met), the time and money expended

1 at the local and State levels to prepare for and administer the
2 assessments, the collective results of the assessments as
3 measured against the stated purpose of assessing student
4 performance, and other issues involving the assessments
5 identified by the Committee. The Committee shall make periodic
6 recommendations to the State Superintendent of Education and
7 the General Assembly concerning the assessments.

8 (k) The State Board of Education may adopt rules to
9 implement this Section.

10 (Source: P.A. 98-972, eff. 8-15-14.)

11 (105 ILCS 5/2-3.162)

12 Sec. 2-3.162 ~~2-3.160~~. Student discipline report; school
13 discipline improvement plan.

14 (a) On or before October 31, 2015 and on or before October
15 31 of each subsequent year, the State Board of Education,
16 through the State Superintendent of Education, shall prepare a
17 report on student discipline in all school districts in this
18 State, including State-authorized charter schools. This report
19 shall include data from all public schools within school
20 districts, including district-authorized charter schools. This
21 report must be posted on the Internet website of the State
22 Board of Education. The report shall include data on the
23 issuance of out-of-school suspensions, expulsions, and
24 removals to alternative settings in lieu of another
25 disciplinary action, disaggregated by race and ethnicity,

1 gender, age, grade level, whether a student is an English
2 learner ~~limited English proficiency~~, incident type, and
3 discipline duration.

4 (b) The State Board of Education shall analyze the data
5 under subsection (a) of this Section on an annual basis and
6 determine the top 20% of school districts for the following
7 metrics:

8 (1) Total number of out-of-school suspensions divided
9 by the total district enrollment by the last school day in
10 September for the year in which the data was collected,
11 multiplied by 100.

12 (2) Total number of out-of-school expulsions divided
13 by the total district enrollment by the last school day in
14 September for the year in which the data was collected,
15 multiplied by 100.

16 (3) Racial disproportionality, defined as the
17 overrepresentation of students of color or white students
18 in comparison to the total number of students of color or
19 white students on October 1st of the school year in which
20 data are collected, with respect to the use of
21 out-of-school suspensions and expulsions, which must be
22 calculated using the same method as the U.S. Department of
23 Education's Office for Civil Rights uses.

24 The analysis must be based on data collected over 3
25 consecutive school years, beginning with the 2014-2015 school
26 year.

1 Beginning with the 2017-2018 school year, the State Board
2 of Education shall require each of the school districts that
3 are identified in the top 20% of any of the metrics described
4 in this subsection (b) for 3 consecutive years to submit a plan
5 identifying the strategies the school district will implement
6 to reduce the use of exclusionary disciplinary practices or
7 racial disproportionality or both, if applicable. School
8 districts that no longer meet the criteria described in any of
9 the metrics described in this subsection (b) for 3 consecutive
10 years shall no longer be required to submit a plan.

11 This plan may be combined with any other improvement plans
12 required under federal or State law.

13 The calculation of the top 20% of any of the metrics
14 described in this subsection (b) shall exclude all school
15 districts, State-authorized charter schools, and special
16 charter districts that issued fewer than a total of 10
17 out-of-school suspensions or expulsions, whichever is
18 applicable, during the school year. The calculation of the top
19 20% of metric described in subdivision (3) of this subsection
20 (b) shall exclude all school districts with an enrollment of
21 fewer than 50 white students or fewer than 50 students of
22 color.

23 The plan must be approved at a public school board meeting
24 and posted on the school district's Internet website. Within
25 one year after being identified, the school district shall
26 submit to the State Board of Education and post on the

1 district's Internet website a progress report describing the
2 implementation of the plan and the results achieved.

3 (Source: P.A. 98-1102, eff. 8-26-14; revised 10-14-14.)

4 (105 ILCS 5/3-1) (from Ch. 122, par. 3-1)

5 Sec. 3-1. Election; eligibility. Quadrennially there shall
6 be elected in every county, except those which have been
7 consolidated into a multicounty educational service region
8 under Article 3A and except those having a population of
9 2,000,000 or more inhabitants, a regional superintendent of
10 schools, who shall enter upon the discharge of his duties on
11 the first Monday of August next after his election; provided,
12 however, that the term of office of each regional
13 superintendent of schools in office on June 30, 2003 is
14 terminated on July 1, 2003, except that an incumbent regional
15 superintendent of schools shall continue to serve until his
16 successor is elected and qualified, and each regional
17 superintendent of schools elected at the general election in
18 2002 and every four years thereafter shall assume office on the
19 first day of July next after his election. No one is eligible
20 to file his petition at any primary election for the nomination
21 as candidate for the office of regional superintendent of
22 schools nor to enter upon the duties of such office either by
23 election or appointment unless he possesses the following
24 qualifications: (1) he is of good character, (2) he has a
25 master's degree, (3) he has earned at least 20 semester hours

1 of credit in professional education at the graduate level, (4)
2 he holds a valid all grade supervisory license, ~~certificate or~~
3 a valid State ~~state~~ limited supervisory license ~~certificate, or~~
4 a valid state life supervisory license ~~certificate~~, or a valid
5 administrative license ~~certificate~~, (5) he has had at least 4
6 years experience in teaching, and (6) he was engaged for at
7 least 2 years of the 4 previous years in full time teaching or
8 supervising in the common public schools or serving as a county
9 superintendent of schools or regional superintendent of
10 schools for an educational service region in the State of
11 Illinois.

12 No petition of any candidate for nomination for the office
13 of regional superintendent of schools may be filed and no such
14 candidate's name may be placed on a primary or general election
15 ballot, unless such candidate files as part of his petition a
16 certificate from the State Board of Education certifying that
17 from the records of its office such candidate has the
18 qualifications required by this Section; however, any
19 incumbent filing his petition for nomination for a succeeding
20 term of office shall not be required to attach such certificate
21 to his petition of candidacy.

22 Nomination papers filed under this Section are not valid
23 unless the candidate named therein files with the county clerk
24 or State Board of Elections a statement of economic interests
25 as required by the Illinois Governmental Ethics Act. Such
26 receipt shall be so filed either previously during the calendar

1 year in which his nomination papers were filed or within the
 2 period for the filing of nomination papers in accordance with
 3 the general election law.

4 The changes in qualifications made by Public Act 76-1563 do
 5 not affect the right of an incumbent to seek reelection.

6 On and after July 1, 1994, the provisions of this Section
 7 shall have no application in any educational service region
 8 having a population of 2,000,000 or more inhabitants; provided
 9 further that no election shall be held in November of 1994 or
 10 at any other time after July 1, 1992 for the office of regional
 11 superintendent of schools in any county or educational service
 12 region having a population of 2,000,000 or more inhabitants.

13 (Source: P.A. 96-893, eff. 7-1-10.)

14 (105 ILCS 5/3-2.5)

15 Sec. 3-2.5. Salaries.

16 (a) Except as otherwise provided in this Section, the
 17 regional superintendents of schools shall receive for their
 18 services an annual salary according to the population, as
 19 determined by the last preceding federal census, of the region
 20 they serve, as set out in the following schedule:

21 SALARIES OF REGIONAL SUPERINTENDENTS OF
 22 SCHOOLS

23 POPULATION OF REGION	ANNUAL SALARY
24 Less than 48,000	\$73,500
25 <u>61,000</u> 48,000 to 99,999	\$78,000

1 100,000 to 999,999 \$81,500

2 1,000,000 and over \$83,500

3 The changes made by Public Act 86-98 in the annual salary
4 that the regional superintendents of schools shall receive for
5 their services shall apply to the annual salary received by the
6 regional superintendents of schools during each of their
7 elected terms of office that commence after July 26, 1989 and
8 before the first Monday of August, 1995.

9 The changes made by Public Act 89-225 in the annual salary
10 that regional superintendents of schools shall receive for
11 their services shall apply to the annual salary received by the
12 regional superintendents of schools during their elected terms
13 of office that commence after August 4, 1995 and end on August
14 1, 1999.

15 The changes made by this amendatory Act of the 91st General
16 Assembly in the annual salary that the regional superintendents
17 of schools shall receive for their services shall apply to the
18 annual salary received by the regional superintendents of
19 schools during each of their elected terms of office that
20 commence on or after August 2, 1999.

21 Beginning July 1, 2000, the salary that the regional
22 superintendent of schools receives for his or her services
23 shall be adjusted annually to reflect the percentage increase,
24 if any, in the most recent Consumer Price Index, as defined and
25 officially reported by the United States Department of Labor,
26 Bureau of Labor Statistics, except that no annual increment may

1 exceed 2.9%. If the percentage of change in the Consumer Price
 2 Index is a percentage decrease, the salary that the regional
 3 superintendent of schools receives shall not be adjusted for
 4 that year.

5 When regional superintendents are authorized by the School
 6 Code to appoint assistant regional superintendents, the
 7 assistant regional superintendent shall receive an annual
 8 salary based on his or her qualifications and computed as a
 9 percentage of the salary of the regional superintendent to whom
 10 he or she is assistant, as set out in the following schedule:

11 SALARIES OF ASSISTANT REGIONAL
 12 SUPERINTENDENTS

13 QUALIFICATIONS OF	14 PERCENTAGE OF SALARY
15 ASSISTANT REGIONAL	16 OF REGIONAL
17 SUPERINTENDENT	18 SUPERINTENDENT
19 No Bachelor's degree, but State 20 certificate valid for teaching 21 and supervising.	22 70%
23 Bachelor's degree plus 24 State <u>license</u> certificate valid 25 for supervising.	26 75%
Master's degree plus State <u>license</u> certificate valid for supervising.	90%

27 However, in any region in which the appointment of more
 28 than one assistant regional superintendent is authorized,

1 whether by Section 3-15.10 of this Code or otherwise, not more
2 than one assistant may be compensated at the 90% rate and any
3 other assistant shall be paid at not exceeding the 75% rate, in
4 each case depending on the qualifications of the assistant.

5 The salaries provided in this Section plus an amount for
6 other employment-related compensation or benefits for regional
7 superintendents and assistant regional superintendents are
8 payable monthly by the State Board of Education out of the
9 Personal Property Tax Replacement Fund through a specific
10 appropriation to that effect in the State Board of Education
11 budget. The State Comptroller in making his or her warrant to
12 any county for the amount due it from the Personal Property Tax
13 Replacement Fund shall deduct from it the several amounts for
14 which warrants have been issued to the regional superintendent,
15 and any assistant regional superintendent, of the educational
16 service region encompassing the county since the preceding
17 apportionment from the Personal Property Tax Replacement Fund.

18 County boards may provide for additional compensation for
19 the regional superintendent or the assistant regional
20 superintendents, or for each of them, to be paid quarterly from
21 the county treasury.

22 (b) Upon abolition of the office of regional superintendent
23 of schools in educational service regions containing 2,000,000
24 or more inhabitants as provided in Section 3-0.01 of this Code,
25 the funds provided under subsection (a) of this Section shall
26 continue to be appropriated and reallocated, as provided for

1 pursuant to subsection (b) of Section 3-0.01 of this Code, to
2 the educational service centers established pursuant to
3 Section 2-3.62 of this Code for an educational service region
4 containing 2,000,000 or more inhabitants.

5 (c) If the State pays all or any portion of the employee
6 contributions required under Section 16-152 of the Illinois
7 Pension Code for employees of the State Board of Education, it
8 shall also, subject to appropriation in the State Board of
9 Education budget for such payments to Regional Superintendents
10 and Assistant Regional Superintendents, pay the employee
11 contributions required of regional superintendents of schools
12 and assistant regional superintendents of schools on the same
13 basis, but excluding any contributions based on compensation
14 that is paid by the county rather than the State.

15 This subsection (c) applies to contributions based on
16 payments of salary earned after the effective date of this
17 amendatory Act of the 91st General Assembly, except that in the
18 case of an elected regional superintendent of schools, this
19 subsection does not apply to contributions based on payments of
20 salary earned during a term of office that commenced before the
21 effective date of this amendatory Act.

22 (Source: P.A. 97-333, eff. 8-12-11; 97-619, eff. 11-14-11;
23 97-732, eff. 6-30-12; 98-24, eff. 6-19-13.)

24 (105 ILCS 5/3-11) (from Ch. 122, par. 3-11)

25 Sec. 3-11. Institutes or inservice training workshops. In

1 counties of less than 2,000,000 inhabitants, the regional
2 superintendent may arrange for or conduct district, regional,
3 or county institutes, or equivalent professional educational
4 experiences, not more than 4 days annually. Of those 4 days, 2
5 days may be used as a teacher's and educational support
6 personnel workshop, when approved by the regional
7 superintendent, up to 2 days may be used for conducting
8 parent-teacher conferences, or up to 2 days may be utilized as
9 parental institute days as provided in Section 10-22.18d.
10 Educational support personnel may be exempt from a workshop if
11 the workshop is not relevant to the work they do. A school
12 district may use one of its 4 institute days on the last day of
13 the school term. "Institute" or "Professional educational
14 experiences" means any educational gathering, demonstration of
15 methods of instruction, visitation of schools or other
16 institutions or facilities, sexual abuse and sexual assault
17 awareness seminar, or training in First Aid (which may include
18 cardiopulmonary resuscitation or defibrillator training) held
19 or approved by the regional superintendent and declared by him
20 to be an institute day, or parent-teacher conferences. With the
21 concurrence of the State Superintendent of Education, he or she
22 may employ such assistance as is necessary to conduct the
23 institute. Two or more adjoining counties may jointly hold an
24 institute. Institute instruction shall be free to holders of
25 licenses ~~certificates~~ good in the county or counties holding
26 the institute, and to those who have paid an examination fee

1 and failed to receive a license certificate.

2 In counties of 2,000,000 or more inhabitants, the regional
3 superintendent may arrange for or conduct district, regional,
4 or county inservice training workshops, or equivalent
5 professional educational experiences, not more than 4 days
6 annually. Of those 4 days, 2 days may be used as a teacher's
7 and educational support personnel workshop, when approved by
8 the regional superintendent, up to 2 days may be used for
9 conducting parent-teacher conferences, or up to 2 days may be
10 utilized as parental institute days as provided in Section
11 10-22.18d. Educational support personnel may be exempt from a
12 workshop if the workshop is not relevant to the work they do. A
13 school district may use one of those 4 days on the last day of
14 the school term. "Inservice Training Workshops" or
15 "Professional educational experiences" means any educational
16 gathering, demonstration of methods of instruction, visitation
17 of schools or other institutions or facilities, sexual abuse
18 and sexual assault awareness seminar, or training in First Aid
19 (which may include cardiopulmonary resuscitation or
20 defibrillator training) held or approved by the regional
21 superintendent and declared by him to be an inservice training
22 workshop, or parent-teacher conferences. With the concurrence
23 of the State Superintendent of Education, he may employ such
24 assistance as is necessary to conduct the inservice training
25 workshop. With the approval of the regional superintendent, 2
26 or more adjoining districts may jointly hold an inservice

1 training workshop. In addition, with the approval of the
2 regional superintendent, one district may conduct its own
3 inservice training workshop with subject matter consultants
4 requested from the county, State or any State institution of
5 higher learning.

6 Such teachers institutes as referred to in this Section may
7 be held on consecutive or separate days at the option of the
8 regional superintendent having jurisdiction thereof.

9 Whenever reference is made in this Act to "teachers
10 institute", it shall be construed to include the inservice
11 training workshops or equivalent professional educational
12 experiences provided for in this Section.

13 Any institute advisory committee existing on April 1, 1995,
14 is dissolved and the duties and responsibilities of the
15 institute advisory committee are assumed by the regional office
16 of education advisory board.

17 Districts providing inservice training programs shall
18 constitute inservice committees, 1/2 of which shall be
19 teachers, 1/4 school service personnel and 1/4 administrators
20 to establish program content and schedules.

21 The teachers institutes shall include teacher training
22 committed to (i) peer counseling programs and other
23 anti-violence and conflict resolution programs, including
24 without limitation programs for preventing at risk students
25 from committing violent acts, and (ii) educator ethics and
26 teacher-student conduct. Beginning with the 2009-2010 school

1 year, the teachers institutes shall include instruction on
2 prevalent student chronic health conditions.

3 (Source: P.A. 96-431, eff. 8-13-09; 97-525, eff. 1-1-12.)

4 (105 ILCS 5/3-15.6) (from Ch. 122, par. 3-15.6)

5 Sec. 3-15.6. Additional employees. To employ, with the
6 approval of the county board, such additional employees as are
7 needed for the discharge of the duties of the office. The
8 non-clerical employees shall be persons versed in the
9 principles and methods of education, familiar with public
10 school work, competent to visit schools, and licensed
11 ~~certificated~~ pursuant to this Code if their duties are
12 comparable to those for which licensure ~~certification~~ is
13 required by this Code.

14 On and after July 1, 1994, the provisions of this Section
15 shall have no application in any educational service region
16 having a population of 2,000,000 or more inhabitants.

17 (Source: P.A. 86-361; 87-654; 87-1251.)

18 (105 ILCS 5/3-15.10) (from Ch. 122, par. 3-15.10)

19 Sec. 3-15.10. Assistant Regional Superintendent. To
20 employ, in counties or regions of 2,000,000 inhabitants or
21 less, in addition to any assistants authorized to be employed
22 with the approval of the county board, an assistant regional
23 superintendent of schools, who shall be a person of good
24 attainment, versed in the principles and methods of education,

1 and qualified to teach and supervise schools under Article 21B
2 of this Code ~~21 of this Act~~; to fix the term of such assistant;
3 and to direct his work and define his duties. On the effective
4 date of this amendatory Act of the 96th General Assembly, in
5 regions established within that portion of a Class II county
6 school unit outside of a city of 500,000 or more inhabitants,
7 the employment of all persons serving as assistant county or
8 regional superintendents of schools is terminated, the
9 position of assistant regional superintendent of schools in
10 each such region is abolished, and this Section shall,
11 beginning on the effective date of this amendatory Act of the
12 96th General Assembly, have no further application in the
13 educational service region. Assistant regional superintendents
14 shall each be a person of good attainment, versed in the
15 principles and methods of education, and qualified to teach and
16 supervise schools under Article 21B of this Code ~~21 of this~~
17 ~~Act~~. The work of such assistant regional superintendent shall
18 be so arranged and directed that the county or regional
19 superintendent and assistant superintendent, together, shall
20 devote an amount of time during the school year, equal to at
21 least the full time of one individual, to the supervision of
22 schools and of teaching in the schools of the county.

23 A regional superintendent of schools shall not employ his
24 or her spouse, child, stepchild, or relative as an assistant
25 regional superintendent of schools. By September 1 each year, a
26 regional superintendent shall certify to the State Board of

1 Education that he or she has complied with this paragraph. If
2 the State Board of Education becomes aware of the fact that a
3 regional superintendent is employing his or her spouse, child,
4 stepchild, or relative as an assistant regional
5 superintendent, the State Board of Education shall report this
6 information to the Governor and the Comptroller, and the State
7 Board of Education shall not request for payment from the State
8 Comptroller any warrants for the payment of the assistant
9 regional superintendent's salary or other employment-related
10 compensation or benefits. In this paragraph, "relative" means a
11 grandparent, parent, aunt, uncle, sibling, first cousin,
12 nephew, niece, grandchild, or spouse of one of these persons.
13 This paragraph applies only to contracts for employment entered
14 into on or after the effective date of this amendatory Act of
15 the 91st General Assembly.

16 (Source: P.A. 96-893, eff. 7-1-10; 97-619, eff. 11-14-11.)

17 (105 ILCS 5/3-15.17)

18 Sec. 3-15.17. Civic education advancement.

19 (a) The General Assembly finds that civic education and
20 participation are fundamental elements of a healthy democracy,
21 and schools are in need of support to identify civic learning
22 opportunities and to implement new strategies to prepare and
23 sustain high quality citizenship among their student body.

24 (b) Subject to appropriation, funding for civic education
25 professional development for high school teachers must be

1 provided by line item appropriation made to the State Board of
2 Education for that purpose. When appropriated, the State Board
3 of Education must provide this funding to each regional
4 superintendent of schools based on high school enrollment as
5 reported on the State Board of Education's most recent fall
6 enrollment and housing report, except that 20% of each annual
7 appropriation must be reserved for a school district organized
8 under Article 34 of this Code.

9 (c) In order to establish eligibility for one or more of
10 its schools to receive funding under this Section, a school
11 district shall submit to its regional superintendent of schools
12 an application, accompanied by a completed civic audit, for
13 each school. A regional superintendent shall award funds to a
14 district based on the number of teachers identified by the
15 district to receive professional development multiplied by
16 \$250. A district must not be awarded more than \$3,000 in any
17 year, unless additional funds remain available after all
18 eligible applicants have received funding. A district may not
19 use funds authorized under this Section in any school more than
20 once every 2 years. Funds provided under this Section must be
21 used exclusively for professional development provided by
22 entities that are approved providers for purposes of license
23 ~~certificate~~ renewal under Section 21B-45 ~~21-14~~ of this Code.

24 (d) The civic audit form and its content must be designed
25 and updated as deemed necessary by the Illinois Civic Mission
26 Coalition. Data from completed civic audits must be processed

1 by the Illinois Civic Mission Coalition. The civic audit must
2 be made available by the Illinois Civic Mission Coalition and
3 must be designed to provide teachers and principals with a
4 blueprint to better understand how current curriculum, service
5 learning, and extracurricular activities are providing civic
6 learning experiences for their students.

7 (Source: P.A. 95-225, eff. 8-16-07.)

8 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

9 Sec. 10-17a. State, school district, and school report
10 cards.

11 (1) By October 31, 2013 and October 31 of each subsequent
12 school year, the State Board of Education, through the State
13 Superintendent of Education, shall prepare a State report card,
14 school district report cards, and school report cards, and
15 shall by the most economic means provide to each school
16 district in this State, including special charter districts and
17 districts subject to the provisions of Article 34, the report
18 cards for the school district and each of its schools.

19 (2) In addition to any information required by federal law,
20 the State Superintendent shall determine the indicators and
21 presentation of the school report card, which must include, at
22 a minimum, the most current data possessed by the State Board
23 of Education related to the following:

24 (A) school characteristics and student demographics,
25 including average class size, average teaching experience,

1 student racial/ethnic breakdown, and the percentage of
2 students classified as low-income; the percentage of
3 students classified as ~~limited~~ English learners
4 ~~proficiency~~; the percentage of students who have
5 individualized education plans or 504 plans that provide
6 for special education services; the percentage of students
7 who annually transferred in or out of the school district;
8 the per-pupil operating expenditure of the school
9 district; and the per-pupil State average operating
10 expenditure for the district type (elementary, high
11 school, or unit);

12 (B) curriculum information, including, where
13 applicable, Advanced Placement, International
14 Baccalaureate or equivalent courses, dual enrollment
15 courses, foreign language classes, school personnel
16 resources (including Career Technical Education teachers),
17 before and after school programs, extracurricular
18 activities, subjects in which elective classes are
19 offered, health and wellness initiatives (including the
20 average number of days of Physical Education per week per
21 student), approved programs of study, awards received,
22 community partnerships, and special programs such as
23 programming for the gifted and talented, students with
24 disabilities, and work-study students;

25 (C) student outcomes, including, where applicable, the
26 percentage of students meeting as well as exceeding State

1 standards on assessments, the percentage of students in the
2 eighth grade who pass Algebra, the percentage of students
3 enrolled in post-secondary institutions (including
4 colleges, universities, community colleges,
5 trade/vocational schools, and training programs leading to
6 career certification within 2 semesters of high school
7 graduation), the percentage of students graduating from
8 high school who are college ready, the percentage of
9 students graduating from high school who are career ready,
10 and the percentage of graduates enrolled in community
11 colleges, colleges, and universities who are in one or more
12 courses that the community college, college, or university
13 identifies as a remedial course;

14 (D) student progress, including, where applicable, the
15 percentage of students in the ninth grade who have earned 5
16 credits or more without failing more than one core class, a
17 measure of students entering kindergarten ready to learn, a
18 measure of growth, and the percentage of students who enter
19 high school on track for college and career readiness; and

20 (E) the school environment, including, where
21 applicable, the percentage of students with less than 10
22 absences in a school year, the percentage of teachers with
23 less than 10 absences in a school year for reasons other
24 than professional development, leaves taken pursuant to
25 the federal Family Medical Leave Act of 1993, long-term
26 disability, or parental leaves, the 3-year average of the

1 percentage of teachers returning to the school from the
2 previous year, the number of different principals at the
3 school in the last 6 years, 2 or more indicators from any
4 school climate survey selected or approved by the State and
5 administered pursuant to Section 2-3.153 of this Code, with
6 the same or similar indicators included on school report
7 cards for all surveys selected or approved by the State
8 pursuant to Section 2-3.153 of this Code, and the combined
9 percentage of teachers rated as proficient or excellent in
10 their most recent evaluation.

11 The school report card shall also provide information that
12 allows for comparing the current outcome, progress, and
13 environment data to the State average, to the school data from
14 the past 5 years, and to the outcomes, progress, and
15 environment of similar schools based on the type of school and
16 enrollment of low-income students, special education students,
17 and ~~limited English learners proficiency students~~.

18 (3) At the discretion of the State Superintendent, the
19 school district report card shall include a subset of the
20 information identified in paragraphs (A) through (E) of
21 subsection (2) of this Section, as well as information relating
22 to the operating expense per pupil and other finances of the
23 school district, and the State report card shall include a
24 subset of the information identified in paragraphs (A) through
25 (E) of subsection (2) of this Section.

26 (4) Notwithstanding anything to the contrary in this

1 Section, in consultation with key education stakeholders, the
2 State Superintendent shall at any time have the discretion to
3 amend or update any and all metrics on the school, district, or
4 State report card.

5 (5) Annually, no more than 30 calendar days after receipt
6 of the school district and school report cards from the State
7 Superintendent of Education, each school district, including
8 special charter districts and districts subject to the
9 provisions of Article 34, shall present such report cards at a
10 regular school board meeting subject to applicable notice
11 requirements, post the report cards on the school district's
12 Internet web site, if the district maintains an Internet web
13 site, make the report cards available to a newspaper of general
14 circulation serving the district, and, upon request, send the
15 report cards home to a parent (unless the district does not
16 maintain an Internet web site, in which case the report card
17 shall be sent home to parents without request). If the district
18 posts the report card on its Internet web site, the district
19 shall send a written notice home to parents stating (i) that
20 the report card is available on the web site, (ii) the address
21 of the web site, (iii) that a printed copy of the report card
22 will be sent to parents upon request, and (iv) the telephone
23 number that parents may call to request a printed copy of the
24 report card.

25 (6) Nothing contained in this amendatory Act of the 98th
26 General Assembly repeals, supersedes, invalidates, or

1 nullifies final decisions in lawsuits pending on the effective
2 date of this amendatory Act of the 98th General Assembly in
3 Illinois courts involving the interpretation of Public Act
4 97-8.

5 (Source: P.A. 97-671, eff. 1-24-12; 98-463, eff. 8-16-13;
6 98-648, eff. 7-1-14.)

7 (105 ILCS 5/14-8.02) (from Ch. 122, par. 14-8.02)

8 Sec. 14-8.02. Identification, Evaluation and Placement of
9 Children.

10 (a) The State Board of Education shall make rules under
11 which local school boards shall determine the eligibility of
12 children to receive special education. Such rules shall ensure
13 that a free appropriate public education be available to all
14 children with disabilities as defined in Section 14-1.02. The
15 State Board of Education shall require local school districts
16 to administer non-discriminatory procedures or tests to
17 ~~limited~~ English learners ~~proficiency~~ ~~students~~ coming from
18 homes in which a language other than English is used to
19 determine their eligibility to receive special education. The
20 placement of low English proficiency students in special
21 education programs and facilities shall be made in accordance
22 with the test results reflecting the student's linguistic,
23 cultural and special education needs. For purposes of
24 determining the eligibility of children the State Board of
25 Education shall include in the rules definitions of "case

1 study", "staff conference", "individualized educational
2 program", and "qualified specialist" appropriate to each
3 category of children with disabilities as defined in this
4 Article. For purposes of determining the eligibility of
5 children from homes in which a language other than English is
6 used, the State Board of Education shall include in the rules
7 definitions for "qualified bilingual specialists" and
8 "linguistically and culturally appropriate individualized
9 educational programs". For purposes of this Section, as well as
10 Sections 14-8.02a, 14-8.02b, and 14-8.02c of this Code,
11 "parent" means a parent as defined in the federal Individuals
12 with Disabilities Education Act (20 U.S.C. 1401(23)).

13 (b) No child shall be eligible for special education
14 facilities except with a carefully completed case study fully
15 reviewed by professional personnel in a multidisciplinary
16 staff conference and only upon the recommendation of qualified
17 specialists or a qualified bilingual specialist, if available.
18 At the conclusion of the multidisciplinary staff conference,
19 the parent of the child shall be given a copy of the
20 multidisciplinary conference summary report and
21 recommendations, which includes options considered, and be
22 informed of their right to obtain an independent educational
23 evaluation if they disagree with the evaluation findings
24 conducted or obtained by the school district. If the school
25 district's evaluation is shown to be inappropriate, the school
26 district shall reimburse the parent for the cost of the

1 independent evaluation. The State Board of Education shall,
2 with advice from the State Advisory Council on Education of
3 Children with Disabilities on the inclusion of specific
4 independent educational evaluators, prepare a list of
5 suggested independent educational evaluators. The State Board
6 of Education shall include on the list clinical psychologists
7 licensed pursuant to the Clinical Psychologist Licensing Act.
8 Such psychologists shall not be paid fees in excess of the
9 amount that would be received by a school psychologist for
10 performing the same services. The State Board of Education
11 shall supply school districts with such list and make the list
12 available to parents at their request. School districts shall
13 make the list available to parents at the time they are
14 informed of their right to obtain an independent educational
15 evaluation. However, the school district may initiate an
16 impartial due process hearing under this Section within 5 days
17 of any written parent request for an independent educational
18 evaluation to show that its evaluation is appropriate. If the
19 final decision is that the evaluation is appropriate, the
20 parent still has a right to an independent educational
21 evaluation, but not at public expense. An independent
22 educational evaluation at public expense must be completed
23 within 30 days of a parent written request unless the school
24 district initiates an impartial due process hearing or the
25 parent or school district offers reasonable grounds to show
26 that such 30 day time period should be extended. If the due

1 process hearing decision indicates that the parent is entitled
2 to an independent educational evaluation, it must be completed
3 within 30 days of the decision unless the parent or the school
4 district offers reasonable grounds to show that such 30 day
5 period should be extended. If a parent disagrees with the
6 summary report or recommendations of the multidisciplinary
7 conference or the findings of any educational evaluation which
8 results therefrom, the school district shall not proceed with a
9 placement based upon such evaluation and the child shall remain
10 in his or her regular classroom setting. No child shall be
11 eligible for admission to a special class for the educable
12 mentally disabled or for the trainable mentally disabled except
13 with a psychological evaluation and recommendation by a school
14 psychologist. Consent shall be obtained from the parent of a
15 child before any evaluation is conducted. If consent is not
16 given by the parent or if the parent disagrees with the
17 findings of the evaluation, then the school district may
18 initiate an impartial due process hearing under this Section.
19 The school district may evaluate the child if that is the
20 decision resulting from the impartial due process hearing and
21 the decision is not appealed or if the decision is affirmed on
22 appeal. The determination of eligibility shall be made and the
23 IEP meeting shall be completed within 60 school days from the
24 date of written parental consent. In those instances when
25 written parental consent is obtained with fewer than 60 pupil
26 attendance days left in the school year, the eligibility

1 determination shall be made and the IEP meeting shall be
2 completed prior to the first day of the following school year.
3 Special education and related services must be provided in
4 accordance with the student's IEP no later than 10 school
5 attendance days after notice is provided to the parents
6 pursuant to Section 300.503 of Title 34 of the Code of Federal
7 Regulations and implementing rules adopted by the State Board
8 of Education. The appropriate program pursuant to the
9 individualized educational program of students whose native
10 tongue is a language other than English shall reflect the
11 special education, cultural and linguistic needs. No later than
12 September 1, 1993, the State Board of Education shall establish
13 standards for the development, implementation and monitoring
14 of appropriate bilingual special individualized educational
15 programs. The State Board of Education shall further
16 incorporate appropriate monitoring procedures to verify
17 implementation of these standards. The district shall indicate
18 to the parent and the State Board of Education the nature of
19 the services the child will receive for the regular school term
20 while waiting placement in the appropriate special education
21 class.

22 If the child is deaf, hard of hearing, blind, or visually
23 impaired and he or she might be eligible to receive services
24 from the Illinois School for the Deaf or the Illinois School
25 for the Visually Impaired, the school district shall notify the
26 parents, in writing, of the existence of these schools and the

1 services they provide and shall make a reasonable effort to
2 inform the parents of the existence of other, local schools
3 that provide similar services and the services that these other
4 schools provide. This notification shall include without
5 limitation information on school services, school admissions
6 criteria, and school contact information.

7 In the development of the individualized education program
8 for a student who has a disability on the autism spectrum
9 (which includes autistic disorder, Asperger's disorder,
10 pervasive developmental disorder not otherwise specified,
11 childhood disintegrative disorder, and Rett Syndrome, as
12 defined in the Diagnostic and Statistical Manual of Mental
13 Disorders, fourth edition (DSM-IV, 2000)), the IEP team shall
14 consider all of the following factors:

15 (1) The verbal and nonverbal communication needs of the
16 child.

17 (2) The need to develop social interaction skills and
18 proficiencies.

19 (3) The needs resulting from the child's unusual
20 responses to sensory experiences.

21 (4) The needs resulting from resistance to
22 environmental change or change in daily routines.

23 (5) The needs resulting from engagement in repetitive
24 activities and stereotyped movements.

25 (6) The need for any positive behavioral
26 interventions, strategies, and supports to address any

1 behavioral difficulties resulting from autism spectrum
2 disorder.

3 (7) Other needs resulting from the child's disability
4 that impact progress in the general curriculum, including
5 social and emotional development.

6 Public Act 95-257 does not create any new entitlement to a
7 service, program, or benefit, but must not affect any
8 entitlement to a service, program, or benefit created by any
9 other law.

10 If the student may be eligible to participate in the
11 Home-Based Support Services Program for Mentally Disabled
12 Adults authorized under the Developmental Disability and
13 Mental Disability Services Act upon becoming an adult, the
14 student's individualized education program shall include plans
15 for (i) determining the student's eligibility for those
16 home-based services, (ii) enrolling the student in the program
17 of home-based services, and (iii) developing a plan for the
18 student's most effective use of the home-based services after
19 the student becomes an adult and no longer receives special
20 educational services under this Article. The plans developed
21 under this paragraph shall include specific actions to be taken
22 by specified individuals, agencies, or officials.

23 (c) In the development of the individualized education
24 program for a student who is functionally blind, it shall be
25 presumed that proficiency in Braille reading and writing is
26 essential for the student's satisfactory educational progress.

1 For purposes of this subsection, the State Board of Education
2 shall determine the criteria for a student to be classified as
3 functionally blind. Students who are not currently identified
4 as functionally blind who are also entitled to Braille
5 instruction include: (i) those whose vision loss is so severe
6 that they are unable to read and write at a level comparable to
7 their peers solely through the use of vision, and (ii) those
8 who show evidence of progressive vision loss that may result in
9 functional blindness. Each student who is functionally blind
10 shall be entitled to Braille reading and writing instruction
11 that is sufficient to enable the student to communicate with
12 the same level of proficiency as other students of comparable
13 ability. Instruction should be provided to the extent that the
14 student is physically and cognitively able to use Braille.
15 Braille instruction may be used in combination with other
16 special education services appropriate to the student's
17 educational needs. The assessment of each student who is
18 functionally blind for the purpose of developing the student's
19 individualized education program shall include documentation
20 of the student's strengths and weaknesses in Braille skills.
21 Each person assisting in the development of the individualized
22 education program for a student who is functionally blind shall
23 receive information describing the benefits of Braille
24 instruction. The individualized education program for each
25 student who is functionally blind shall specify the appropriate
26 learning medium or media based on the assessment report.

1 (d) To the maximum extent appropriate, the placement shall
2 provide the child with the opportunity to be educated with
3 children who are not disabled; provided that children with
4 disabilities who are recommended to be placed into regular
5 education classrooms are provided with supplementary services
6 to assist the children with disabilities to benefit from the
7 regular classroom instruction and are included on the teacher's
8 regular education class register. Subject to the limitation of
9 the preceding sentence, placement in special classes, separate
10 schools or other removal of the disabled child from the regular
11 educational environment shall occur only when the nature of the
12 severity of the disability is such that education in the
13 regular classes with the use of supplementary aids and services
14 cannot be achieved satisfactorily. The placement of ~~limited~~
15 English learners ~~proficiency students~~ with disabilities shall
16 be in non-restrictive environments which provide for
17 integration with non-disabled peers in bilingual classrooms.
18 Annually, each January, school districts shall report data on
19 students from non-English speaking backgrounds receiving
20 special education and related services in public and private
21 facilities as prescribed in Section 2-3.30. If there is a
22 disagreement between parties involved regarding the special
23 education placement of any child, either in-state or
24 out-of-state, the placement is subject to impartial due process
25 procedures described in Article 10 of the Rules and Regulations
26 to Govern the Administration and Operation of Special

1 Education.

2 (e) No child who comes from a home in which a language
3 other than English is the principal language used may be
4 assigned to any class or program under this Article until he
5 has been given, in the principal language used by the child and
6 used in his home, tests reasonably related to his cultural
7 environment. All testing and evaluation materials and
8 procedures utilized for evaluation and placement shall not be
9 linguistically, racially or culturally discriminatory.

10 (f) Nothing in this Article shall be construed to require
11 any child to undergo any physical examination or medical
12 treatment whose parents object thereto on the grounds that such
13 examination or treatment conflicts with his religious beliefs.

14 (g) School boards or their designee shall provide to the
15 parents of a child prior written notice of any decision (a)
16 proposing to initiate or change, or (b) refusing to initiate or
17 change, the identification, evaluation, or educational
18 placement of the child or the provision of a free appropriate
19 public education to their child, and the reasons therefor. Such
20 written notification shall also inform the parent of the
21 opportunity to present complaints with respect to any matter
22 relating to the educational placement of the student, or the
23 provision of a free appropriate public education and to have an
24 impartial due process hearing on the complaint. The notice
25 shall inform the parents in the parents' native language,
26 unless it is clearly not feasible to do so, of their rights and

1 all procedures available pursuant to this Act and the federal
2 Individuals with Disabilities Education Improvement Act of
3 2004 (Public Law 108-446); it shall be the responsibility of
4 the State Superintendent to develop uniform notices setting
5 forth the procedures available under this Act and the federal
6 Individuals with Disabilities Education Improvement Act of
7 2004 (Public Law 108-446) to be used by all school boards. The
8 notice shall also inform the parents of the availability upon
9 request of a list of free or low-cost legal and other relevant
10 services available locally to assist parents in initiating an
11 impartial due process hearing. Any parent who is deaf, or does
12 not normally communicate using spoken English, who
13 participates in a meeting with a representative of a local
14 educational agency for the purposes of developing an
15 individualized educational program shall be entitled to the
16 services of an interpreter.

17 (g-5) For purposes of this subsection (g-5), "qualified
18 professional" means an individual who holds credentials to
19 evaluate the child in the domain or domains for which an
20 evaluation is sought or an intern working under the direct
21 supervision of a qualified professional, including a master's
22 or doctoral degree candidate.

23 To ensure that a parent can participate fully and
24 effectively with school personnel in the development of
25 appropriate educational and related services for his or her
26 child, the parent, an independent educational evaluator, or a

1 qualified professional retained by or on behalf of a parent or
2 child must be afforded reasonable access to educational
3 facilities, personnel, classrooms, and buildings and to the
4 child as provided in this subsection (g-5). The requirements of
5 this subsection (g-5) apply to any public school facility,
6 building, or program and to any facility, building, or program
7 supported in whole or in part by public funds. Prior to
8 visiting a school, school building, or school facility, the
9 parent, independent educational evaluator, or qualified
10 professional may be required by the school district to inform
11 the building principal or supervisor in writing of the proposed
12 visit, the purpose of the visit, and the approximate duration
13 of the visit. The visitor and the school district shall arrange
14 the visit or visits at times that are mutually agreeable.
15 Visitors shall comply with school safety, security, and
16 visitation policies at all times. School district visitation
17 policies must not conflict with this subsection (g-5). Visitors
18 shall be required to comply with the requirements of applicable
19 privacy laws, including those laws protecting the
20 confidentiality of education records such as the federal Family
21 Educational Rights and Privacy Act and the Illinois School
22 Student Records Act. The visitor shall not disrupt the
23 educational process.

24 (1) A parent must be afforded reasonable access of
25 sufficient duration and scope for the purpose of observing
26 his or her child in the child's current educational

1 placement, services, or program or for the purpose of
2 visiting an educational placement or program proposed for
3 the child.

4 (2) An independent educational evaluator or a
5 qualified professional retained by or on behalf of a parent
6 or child must be afforded reasonable access of sufficient
7 duration and scope for the purpose of conducting an
8 evaluation of the child, the child's performance, the
9 child's current educational program, placement, services,
10 or environment, or any educational program, placement,
11 services, or environment proposed for the child, including
12 interviews of educational personnel, child observations,
13 assessments, tests or assessments of the child's
14 educational program, services, or placement or of any
15 proposed educational program, services, or placement. If
16 one or more interviews of school personnel are part of the
17 evaluation, the interviews must be conducted at a mutually
18 agreed upon time, date, and place that do not interfere
19 with the school employee's school duties. The school
20 district may limit interviews to personnel having
21 information relevant to the child's current educational
22 services, program, or placement or to a proposed
23 educational service, program, or placement.

24 (h) (Blank).

25 (i) (Blank).

26 (j) (Blank).

1 (k) (Blank).

2 (l) (Blank).

3 (m) (Blank).

4 (n) (Blank).

5 (o) (Blank).

6 (Source: P.A. 98-219, eff. 8-9-13.)

7 (105 ILCS 5/14-9.01) (from Ch. 122, par. 14-9.01)

8 Sec. 14-9.01. Qualifications of teachers, other
9 professional personnel and necessary workers. No person shall
10 be employed to teach any class or program authorized by this
11 Article who does not hold a valid teacher's license ~~certificate~~
12 as provided by law and unless he has had such special training
13 as the State Board of Education may require. No special license
14 ~~certificate~~ or endorsement to a special license ~~certificate~~
15 issued under Section 21B-30 of this Code ~~Section 21-4 on or~~
16 ~~after July 1, 1994,~~ shall be valid for teaching students with
17 visual disabilities unless the person to whom the license
18 ~~certificate~~ or endorsement is issued has attained satisfactory
19 performance on an examination that is designed to assess
20 competency in Braille reading and writing skills according to
21 standards that the State Board of Education may adopt. Evidence
22 of successfully completing the examination of Braille reading
23 and writing skills must be submitted to the State Board of
24 Education prior to an applicant's taking ~~examination~~ of the
25 content area ~~subject matter knowledge~~ test required under

1 Section 21B-30 of this Code ~~Section 21-1a. In Beginning July 1,~~
2 ~~1995,~~ in addition to other requirements, a candidate for a
3 teaching license ~~certification~~ in the area of the deaf and hard
4 of hearing granted by the Illinois State Board of Education for
5 teaching deaf and hard of hearing students in grades pre-school
6 through grade 12 must demonstrate a minimum proficiency in sign
7 language as determined by the Illinois State Board of
8 Education. All other professional personnel employed in any
9 class, service, or program authorized by this Article shall
10 hold such licenses ~~certificates~~ and shall have had such special
11 training as the State Board of Education may require; provided
12 that in a school district organized under Article 34, the
13 school district may employ speech and language pathologists who
14 are licensed under the Illinois Speech-Language Pathology and
15 Audiology Practice Act but who do not hold a license
16 ~~certificate~~ issued under this ~~the School~~ Code if the district
17 certifies that a chronic shortage of certified personnel
18 exists. Nothing contained in this Act prohibits the school
19 board from employing necessary workers to assist the teacher
20 with the special educational facilities, except that all such
21 necessary workers must have had such training as the State
22 Board of Education may require.

23 No later than January 1, 1993, the State Board of Education
24 shall develop, in consultation with the Advisory Council on the
25 Education of Children with Disabilities and the Advisory
26 Council on Bilingual Education, rules governing the

1 qualifications for certification of teachers and school
2 service personnel providing services to ~~limited~~ English
3 learners ~~proficient students~~ receiving special education and
4 related services.

5 The employment of any teacher in a special education
6 program provided for in Sections 14-1.01 to 14-14.01,
7 inclusive, shall be subject to the provisions of Sections 24-11
8 to 24-16, inclusive. Any teacher employed in a special
9 education program, prior to the effective date of this
10 amendatory Act of 1987, in which 2 or more districts
11 participate shall enter upon contractual continued service in
12 each of the participating districts subject to the provisions
13 of Sections 24-11 to 24-16, inclusive.

14 (Source: P.A. 92-651, eff. 7-11-02.)

15 (105 ILCS 5/14C-1) (from Ch. 122, par. 14C-1)

16 Sec. 14C-1. The General Assembly finds that there are large
17 numbers of children in this State who come from environments
18 where the primary language is other than English. Experience
19 has shown that public school classes in which instruction is
20 given only in English are often inadequate for the education of
21 children whose native tongue is another language. The General
22 Assembly believes that a program of transitional bilingual
23 education can meet the needs of these children and facilitate
24 their integration into the regular public school curriculum.
25 Therefore, pursuant to the policy of this State to ensure

1 ~~insure~~ equal educational opportunity to every child, and in
2 recognition of the educational needs of English learners
3 ~~children of limited English-speaking ability~~, it is the purpose
4 of this Act to provide for the establishment of transitional
5 bilingual education programs in the public schools, to provide
6 supplemental financial assistance to help local school
7 districts meet the extra costs of such programs, and to allow
8 this State to directly or indirectly provide technical
9 assistance and professional development to support
10 transitional bilingual education programs statewide.

11 (Source: P.A. 96-1423, eff. 8-3-10.)

12 (105 ILCS 5/14C-2) (from Ch. 122, par. 14C-2)

13 Sec. 14C-2. Definitions. Unless the context indicates
14 otherwise, the terms used in this Article have the following
15 meanings:

16 (a) "State Board" means the State Board of Education.

17 (b) "Certification Board" means the State Teacher
18 Certification Board.

19 (c) "School District" means any school district
20 established under this Code.

21 (d) "English learners" ~~"Children of limited~~
22 ~~English-speaking ability"~~ means (1) all children in grades
23 pre-K through 12 who were not born in the United States, whose
24 native tongue is a language other than English, and who are
25 incapable of performing ordinary classwork in English; and (2)

1 all children in grades pre-K through 12 who were born in the
2 United States of parents possessing no or limited
3 English-speaking ability and who are incapable of performing
4 ordinary classwork in English.

5 (e) "Teacher of transitional bilingual education" means a
6 teacher with a speaking and reading ability in a language other
7 than English in which transitional bilingual education is
8 offered and with communicative skills in English.

9 (f) "Program in transitional bilingual education" means a
10 full-time program of instruction (1) in all those courses or
11 subjects which a child is required by law to receive and which
12 are required by the child's school district, which shall be
13 given in the native language of English learners ~~the children~~
14 ~~of limited English-speaking ability~~ who are enrolled in the
15 program and also in English, (2) in the reading and writing of
16 the native language of English learners ~~the children of limited~~
17 ~~English-speaking ability~~ who are enrolled in the program and in
18 the oral language (listening and speaking), reading, and
19 writing of English, and (3) in the history and culture of the
20 country, territory, or geographic area which is the native land
21 of the parents of English learners ~~children of limited~~
22 ~~English-speaking ability~~ who are enrolled in the program and in
23 the history and culture of the United States; or a part-time
24 program of instruction based on the educational needs of those
25 English learners ~~children of limited English-speaking ability~~
26 who do not need a full-time program of instruction.

1 (Source: P.A. 98-972, eff. 8-15-14.)

2 (105 ILCS 5/14C-3) (from Ch. 122, par. 14C-3)

3 Sec. 14C-3. Language classification of children;
4 establishment of program; period of participation;
5 examination. Each school district shall ascertain, not later
6 than the first day of March, under regulations prescribed by
7 the State Board, the number of English learners ~~children of~~
8 ~~limited English speaking ability~~ within the school district,
9 and shall classify them according to the language of which they
10 possess a primary speaking ability, and their grade level, age
11 or achievement level.

12 When, at the beginning of any school year, there is within
13 an attendance center of a school district, not including
14 children who are enrolled in existing private school systems,
15 20 or more English learners ~~children of limited~~
16 ~~English speaking ability~~ in any such language classification,
17 the school district shall establish, for each classification, a
18 program in transitional bilingual education for the children
19 therein. A school district may establish a program in
20 transitional bilingual education with respect to any
21 classification with less than 20 children therein, but should a
22 school district decide not to establish such a program, the
23 school district shall provide a locally determined
24 transitional program of instruction which, based upon an
25 individual student language assessment, provides content area

1 instruction in a language other than English to the extent
2 necessary to ensure that each student can benefit from
3 educational instruction and achieve an early and effective
4 transition into the regular school curriculum.

5 Every school-age English learner ~~child of limited~~
6 ~~English speaking ability~~ not enrolled in existing private
7 school systems shall be enrolled and participate in the program
8 in transitional bilingual education established for the
9 classification to which he belongs by the school district in
10 which he resides for a period of 3 years or until such time as
11 he achieves a level of English language skills which will
12 enable him to perform successfully in classes in which
13 instruction is given only in English, whichever shall first
14 occur.

15 An English learner ~~A child of limited English speaking~~
16 ~~ability~~ enrolled in a program in transitional bilingual
17 education may, in the discretion of the school district and
18 subject to the approval of the child's parent or legal
19 guardian, continue in that program for a period longer than 3
20 years.

21 An examination in the oral language (listening and
22 speaking), reading, and writing of English, as prescribed by
23 the State Board, shall be administered annually to all English
24 learners ~~children of limited English speaking ability~~ enrolled
25 and participating in a program in transitional bilingual
26 education. No school district shall transfer an English learner

1 ~~a child of limited English speaking ability~~ out of a program in
2 transitional bilingual education prior to his third year of
3 enrollment therein unless the parents of the child approve the
4 transfer in writing, and unless the child has received a score
5 on said examination which, in the determination of the State
6 Board, reflects a level of English language skills appropriate
7 to his or her grade level.

8 If later evidence suggests that a child so transferred is
9 still disabled by an inadequate command of English, he may be
10 re-enrolled in the program for a length of time equal to that
11 which remained at the time he was transferred.

12 (Source: P.A. 98-972, eff. 8-15-14.)

13 (105 ILCS 5/14C-5) (from Ch. 122, par. 14C-5)

14 Sec. 14C-5. Nonresident children; enrollment and tuition;
15 joint programs. A school district may allow a nonresident
16 English learner ~~child of limited English speaking ability~~ to
17 enroll in or attend its program in transitional bilingual
18 education, and the tuition for such a child shall be paid by
19 the district in which he resides.

20 Any school district may join with any other school district
21 or districts to provide the programs in transitional bilingual
22 education required or permitted by this Article.

23 (Source: P.A. 78-727.)

24 (105 ILCS 5/14C-7) (from Ch. 122, par. 14C-7)

1 Sec. 14C-7. Participation in extracurricular activities of
2 public schools. Instruction in courses of subjects included in
3 a program of transitional bilingual education which are not
4 mandatory may be given in a language other than English. In
5 those courses or subjects in which verbalization is not
6 essential to an understanding of the subject matter, including
7 but not necessarily limited to art, music and physical
8 education, English learners ~~children of limited~~
9 ~~English-speaking ability~~ shall participate fully with their
10 English-speaking contemporaries in the regular public school
11 classes provided for said subjects. Each school district shall
12 ensure to children enrolled in a program in transitional
13 bilingual education practical and meaningful opportunity to
14 participate fully in the extracurricular activities of the
15 regular public schools in the district.

16 (Source: P.A. 78-727.)

17 (105 ILCS 5/14C-9) (from Ch. 122, par. 14C-9)

18 Sec. 14C-9. Tenure; minimum salaries. Any person employed
19 as a teacher of transitional bilingual education whose teaching
20 certificate was issued pursuant to Section 14C-8 (now repealed)
21 of this Code Article shall have such employment credited to him
22 or her for the purposes of determining under the provisions of
23 this Code eligibility to enter upon contractual continued
24 service; provided that such employment immediately precedes
25 and is consecutive with the year in which such person becomes

1 certified under Article 21 of this Code or licensed under
2 Article 21B of this Code.

3 For the purposes of determining the minimum salaries
4 payable to persons certified under Section 14C-8 (now repealed)
5 of this Code Article, such persons shall be deemed to have been
6 trained at a recognized institution of higher learning.

7 (Source: P.A. 82-597.)

8 (105 ILCS 5/14C-11) (from Ch. 122, par. 14C-11)

9 Sec. 14C-11. Preschool or summer school programs. A school
10 district may establish, on a full or part-time basis, preschool
11 or summer school programs in transitional bilingual education
12 for English learners ~~children of limited English speaking~~
13 ~~ability~~ or join with the other school districts in establishing
14 such preschool or summer programs. Preschool or summer programs
15 in transitional bilingual education shall not substitute for
16 programs in transitional bilingual education required to be
17 provided during the regular school year.

18 (Source: P.A. 78-727.)

19 (105 ILCS 5/27A-5)

20 Sec. 27A-5. Charter school; legal entity; requirements.

21 (a) A charter school shall be a public, nonsectarian,
22 nonreligious, non-home based, and non-profit school. A charter
23 school shall be organized and operated as a nonprofit
24 corporation or other discrete, legal, nonprofit entity

1 authorized under the laws of the State of Illinois.

2 (b) A charter school may be established under this Article
3 by creating a new school or by converting an existing public
4 school or attendance center to charter school status. Beginning
5 on the effective date of this amendatory Act of the 93rd
6 General Assembly, in all new applications to establish a
7 charter school in a city having a population exceeding 500,000,
8 operation of the charter school shall be limited to one campus.
9 The changes made to this Section by this amendatory Act of the
10 93rd General Assembly do not apply to charter schools existing
11 or approved on or before the effective date of this amendatory
12 Act.

13 (b-5) In this subsection (b-5), "virtual-schooling" means
14 a cyber school where students engage in online curriculum and
15 instruction via the Internet and electronic communication with
16 their teachers at remote locations and with students
17 participating at different times.

18 From April 1, 2013 through December 31, 2016, there is a
19 moratorium on the establishment of charter schools with
20 virtual-schooling components in school districts other than a
21 school district organized under Article 34 of this Code. This
22 moratorium does not apply to a charter school with
23 virtual-schooling components existing or approved prior to
24 April 1, 2013 or to the renewal of the charter of a charter
25 school with virtual-schooling components already approved
26 prior to April 1, 2013.

1 On or before March 1, 2014, the Commission shall submit to
2 the General Assembly a report on the effect of
3 virtual-schooling, including without limitation the effect on
4 student performance, the costs associated with
5 virtual-schooling, and issues with oversight. The report shall
6 include policy recommendations for virtual-schooling.

7 (c) A charter school shall be administered and governed by
8 its board of directors or other governing body in the manner
9 provided in its charter. The governing body of a charter school
10 shall be subject to the Freedom of Information Act and the Open
11 Meetings Act.

12 (d) A charter school shall comply with all applicable
13 health and safety requirements applicable to public schools
14 under the laws of the State of Illinois.

15 (e) Except as otherwise provided in the School Code, a
16 charter school shall not charge tuition; provided that a
17 charter school may charge reasonable fees for textbooks,
18 instructional materials, and student activities.

19 (f) A charter school shall be responsible for the
20 management and operation of its fiscal affairs including, but
21 not limited to, the preparation of its budget. An audit of each
22 charter school's finances shall be conducted annually by an
23 outside, independent contractor retained by the charter
24 school. To ensure financial accountability for the use of
25 public funds, on or before December 1 of every year of
26 operation, each charter school shall submit to its authorizer

1 and the State Board a copy of its audit and a copy of the Form
2 990 the charter school filed that year with the federal
3 Internal Revenue Service. In addition, if deemed necessary for
4 proper financial oversight of the charter school, an authorizer
5 may require quarterly financial statements from each charter
6 school.

7 (g) A charter school shall comply with all provisions of
8 this Article, ~~and~~ the Illinois Educational Labor Relations Act, ~~and~~
9 all federal and State laws and rules applicable to public
10 schools that pertain to special education and the instruction
11 of English ~~language~~ learners, ~~referred to in this Code as~~
12 ~~"children of limited English speaking ability";~~ and its
13 charter. A charter school is exempt from all other State laws
14 and regulations in this Code governing public schools and local
15 school board policies, except the following:

16 (1) Sections 10-21.9 and 34-18.5 of this Code regarding
17 criminal history records checks and checks of the Statewide
18 Sex Offender Database and Statewide Murderer and Violent
19 Offender Against Youth Database of applicants for
20 employment;

21 (2) Sections 24-24 and 34-84A of this Code regarding
22 discipline of students;

23 (3) the Local Governmental and Governmental Employees
24 Tort Immunity Act;

25 (4) Section 108.75 of the General Not For Profit
26 Corporation Act of 1986 regarding indemnification of

- 1 officers, directors, employees, and agents;
- 2 (5) the Abused and Neglected Child Reporting Act;
- 3 (6) the Illinois School Student Records Act;
- 4 (7) Section 10-17a of this Code regarding school report
- 5 cards;
- 6 (8) the P-20 Longitudinal Education Data System Act;
- 7 ~~and~~
- 8 (9) Section 27-23.7 of this Code regarding bullying
- 9 prevention; ~~and-~~
- 10 (10) ~~(9)~~ Section 2-3.162 ~~2-3.160~~ of this ~~the School~~
- 11 Code regarding student discipline reporting.

12 The change made by Public Act 96-104 to this subsection (g)

13 is declaratory of existing law.

14 (h) A charter school may negotiate and contract with a

15 school district, the governing body of a State college or

16 university or public community college, or any other public or

17 for-profit or nonprofit private entity for: (i) the use of a

18 school building and grounds or any other real property or

19 facilities that the charter school desires to use or convert

20 for use as a charter school site, (ii) the operation and

21 maintenance thereof, and (iii) the provision of any service,

22 activity, or undertaking that the charter school is required to

23 perform in order to carry out the terms of its charter.

24 However, a charter school that is established on or after the

25 effective date of this amendatory Act of the 93rd General

26 Assembly and that operates in a city having a population

1 exceeding 500,000 may not contract with a for-profit entity to
2 manage or operate the school during the period that commences
3 on the effective date of this amendatory Act of the 93rd
4 General Assembly and concludes at the end of the 2004-2005
5 school year. Except as provided in subsection (i) of this
6 Section, a school district may charge a charter school
7 reasonable rent for the use of the district's buildings,
8 grounds, and facilities. Any services for which a charter
9 school contracts with a school district shall be provided by
10 the district at cost. Any services for which a charter school
11 contracts with a local school board or with the governing body
12 of a State college or university or public community college
13 shall be provided by the public entity at cost.

14 (i) In no event shall a charter school that is established
15 by converting an existing school or attendance center to
16 charter school status be required to pay rent for space that is
17 deemed available, as negotiated and provided in the charter
18 agreement, in school district facilities. However, all other
19 costs for the operation and maintenance of school district
20 facilities that are used by the charter school shall be subject
21 to negotiation between the charter school and the local school
22 board and shall be set forth in the charter.

23 (j) A charter school may limit student enrollment by age or
24 grade level.

25 (k) If the charter school is approved by the Commission,
26 then the Commission charter school is its own local education

1 agency.

2 (Source: P.A. 97-152, eff. 7-20-11; 97-154, eff. 1-1-12;
3 97-813, eff. 7-13-12; 98-16, eff. 5-24-13; 98-639, eff. 6-9-14;
4 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff.
5 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; revised
6 10-14-14.)

7 (105 ILCS 5/34-2.4) (from Ch. 122, par. 34-2.4)

8 Sec. 34-2.4. School improvement plan. A 3 year local school
9 improvement plan shall be developed and implemented at each
10 attendance center. This plan shall reflect the overriding
11 purpose of the attendance center to improve educational
12 quality. The local school principal shall develop a school
13 improvement plan in consultation with the local school council,
14 all categories of school staff, parents and community
15 residents. Once the plan is developed, reviewed by the
16 professional personnel leadership committee, and approved by
17 the local school council, the principal shall be responsible
18 for directing implementation of the plan, and the local school
19 council shall monitor its implementation. After the
20 termination of the initial 3 year plan, a new 3 year plan shall
21 be developed and modified as appropriate on an annual basis.

22 The school improvement plan shall be designed to achieve
23 priority goals including but not limited to:

24 (a) assuring that students show significant progress
25 toward meeting and exceeding State performance standards

1 in State mandated learning areas, including the mastery of
2 higher order thinking skills in these areas;

3 (b) assuring that students attend school regularly and
4 graduate from school at such rates that the district
5 average equals or surpasses national norms;

6 (c) assuring that students are adequately prepared for
7 and aided in making a successful transition to further
8 education and life experience;

9 (d) assuring that students are adequately prepared for
10 and aided in making a successful transition to employment;
11 and

12 (e) assuring that students are, to the maximum extent
13 possible, provided with a common learning experience that
14 is of high academic quality and that reflects high
15 expectations for all students' capacities to learn.

16 With respect to these priority goals, the school
17 improvement plan shall include but not be limited to the
18 following:

19 (a) an analysis of data collected in the attendance
20 center and community indicating the specific strengths and
21 weaknesses of the attendance center in light of the goals
22 specified above, including data and analysis specified by
23 the State Board of Education pertaining to specific
24 measurable outcomes for student performance, the
25 attendance centers, and their instructional programs;

26 (b) a description of specific annual objectives the

1 attendance center will pursue in achieving the goals
2 specified above;

3 (c) a description of the specific activities the
4 attendance center will undertake to achieve its
5 objectives;

6 (d) an analysis of the attendance center's staffing
7 pattern and material resources, and an explanation of how
8 the attendance center's planned staffing pattern, the
9 deployment of staff, and the use of material resources
10 furthers the objectives of the plan;

11 (e) a description of the key assumptions and directions
12 of the school's curriculum and the academic and
13 non-academic programs of the attendance center, and an
14 explanation of how this curriculum and these programs
15 further the goals and objectives of the plan;

16 (f) a description of the steps that will be taken to
17 enhance educational opportunities for all students,
18 regardless of gender, including ~~limited~~ English learners
19 ~~proficient~~ students, disabled students, low-income
20 students and minority students;

21 (g) a description of any steps which may be taken by
22 the attendance center to educate parents as to how they can
23 assist children at home in preparing their children to
24 learn effectively;

25 (h) a description of the steps the attendance center
26 will take to coordinate its efforts with, and to gain the

1 participation and support of, community residents,
2 business organizations, and other local institutions and
3 individuals;

4 (i) a description of any staff development program for
5 all school staff and volunteers tied to the priority goals,
6 objectives, and activities specified in the plan;

7 (j) a description of the steps the local school council
8 will undertake to monitor implementation of the plan on an
9 ongoing basis;

10 (k) a description of the steps the attendance center
11 will take to ensure that teachers have working conditions
12 that provide a professional environment conducive to
13 fulfilling their responsibilities;

14 (l) a description of the steps the attendance center
15 will take to ensure teachers the time and opportunity to
16 incorporate new ideas and techniques, both in subject
17 matter and teaching skills, into their own work;

18 (m) a description of the steps the attendance center
19 will take to encourage pride and positive identification
20 with the attendance center through various athletic
21 activities; and

22 (n) a description of the student need for and provision
23 of services to special populations, beyond the standard
24 school programs provided for students in grades K through
25 12 and those enumerated in the categorical programs cited
26 in item d of part 4 of Section 34-2.3, including financial

1 costs of providing same and a timeline for implementing the
2 necessary services, including but not limited, when
3 applicable, to ensuring the provisions of educational
4 services to all eligible children aged 4 years for the
5 1990-91 school year and thereafter, reducing class size to
6 State averages in grades K-3 for the 1991-92 school year
7 and thereafter and in all grades for the 1993-94 school
8 year and thereafter, and providing sufficient staff and
9 facility resources for students not served in the regular
10 classroom setting.

11 Based on the analysis of data collected indicating specific
12 strengths and weaknesses of the attendance center, the school
13 improvement plan may place greater emphasis from year to year
14 on particular priority goals, objectives, and activities.

15 (Source: P.A. 93-48, eff. 7-1-03.)

16 (105 ILCS 5/34-8.17)

17 Sec. 34-8.17. Lump-sum allocation; key centralized
18 functions. Final designation as a Learning Zone under this Law
19 shall entitle the participating attendance centers to receive
20 funds in lump-sum allocations, to budget and spend those funds,
21 and to operate in accordance with the designation and this Law.
22 Lump-sum allocations shall be based on the number of enrolled
23 regular and special needs students and shall include all
24 operating funds for compensation, supplies, equipment,
25 repairs, energy, maintenance, transportation, and professional

1 services, and all special funds that follow special
2 populations, including desegregation, special education,
3 bilingual, federal, and State Chapter 1 funds. A sum equal to
4 3.2% of operating funds shall be deducted by the board to
5 provide key centralized functions, unless a designated
6 Learning Zone obtains one or more of those functions elsewhere,
7 in which case the sum shall be appropriately adjusted. As used
8 in this Law, key centralized functions shall mean:

9 (1) Equity assurance staff to ensure that services are
10 maintained for students with disabilities, ~~limited~~ English
11 learners ~~proficient students~~, low-income students, and any
12 other special need students as required by federal law;

13 (2) Payroll services and background and credential
14 checks;

15 (3) Budget and treasury services to levy and collect
16 taxes and distribute lump-sum funding;

17 (4) Central computer systems providing information
18 distribution and networking;

19 (5) On-line data collection and analysis centers for
20 student and school data;

21 (6) Emergency pool funding; and

22 (7) Legal and labor departmental services for
23 system-wide litigation and collective bargaining
24 negotiations.

25 (Source: P.A. 89-3, eff. 2-27-95; 89-15, eff. 5-30-95.)

1 Section 10. The Critical Health Problems and Comprehensive
2 Health Education Act is amended by changing Section 5 as
3 follows:

4 (105 ILCS 110/5) (from Ch. 122, par. 865)

5 Sec. 5. Advisory Committee. An advisory committee
6 consisting of 11 members is hereby established as follows: the
7 Director of Public Health or his or her designee, the Secretary
8 of Human Services or his or her designee, and an additional
9 person representing the Department of Human Services
10 designated by the Secretary, the Director of Children and
11 Family Services or his or her designee, ~~the Chairman of the~~
12 ~~Illinois Joint Committee on School Health or his or her~~
13 ~~designee,~~ and 7 ~~6~~ members to be appointed by the State Board of
14 Education to be chosen, insofar as is possible, from the
15 following groups: colleges and universities, voluntary health
16 agencies, medicine, dentistry, professional health
17 associations, teachers, administrators, members of local
18 boards of education, and lay citizens. The original public
19 members shall, upon their appointment, serve until July 1,
20 1973, and, thereafter, new appointments of public members shall
21 be made in like manner and such members shall serve for 4 year
22 terms commencing on July 1, 1973, and until their successors
23 are appointed and qualified. Vacancies in the terms of public
24 members shall be filled in like manner as original appointments
25 for the balance of the unexpired terms. The members of the

1 advisory committee shall receive no compensation but shall be
2 reimbursed for actual and necessary expenses incurred in the
3 performance of their duties. Such committee shall select a
4 chairman and establish rules and procedures for its proceedings
5 not inconsistent with the provisions of this Act. Such
6 committee shall advise the State Board of Education on all
7 matters relating to the implementation of the provisions of
8 this Act. They shall assist in presenting advice and
9 interpretation concerning a comprehensive health education
10 program to the Illinois public, especially as related to
11 critical health problems. They shall also assist in
12 establishing a sound understanding and sympathetic
13 relationship between such comprehensive health education
14 program and the public health, welfare and educational programs
15 of other agencies in the community.

16 (Source: P.A. 90-372, eff. 7-1-98; 91-61, eff. 6-30-99.)

17 (105 ILCS 5/2-3.60 rep.)

18 (105 ILCS 5/2-3.64b rep.)

19 (105 ILCS 5/2-3.120 rep.)

20 (105 ILCS 5/2-3.137 rep.)

21 (105 ILCS 5/2-3.147 rep.)

22 (105 ILCS 5/3-11.5 rep.)

23 (105 ILCS 5/22-65 rep.)

24 (105 ILCS 5/22-75 rep.)

25 Section 15. The School Code is amended by repealing

1 Sections 2-3.60, 2-3.64b, 2-3.120, 2-3.137, 2-3.147, 3-11.5,
2 22-65, and 22-75.

3 Section 99. Effective date. This Act takes effect July 1,
4 2015.

1	INDEX	
2	Statutes amended in order of appearance	
3	105 ILCS 5/1A-10	
4	105 ILCS 5/1C-4	
5	105 ILCS 5/2-3.12	from Ch. 122, par. 2-3.12
6	105 ILCS 5/2-3.39	from Ch. 122, par. 2-3.39
7	105 ILCS 5/2-3.62	from Ch. 122, par. 2-3.62
8	105 ILCS 5/2-3.64a-5	
9	105 ILCS 5/2-3.162	
10	105 ILCS 5/3-1	from Ch. 122, par. 3-1
11	105 ILCS 5/3-2.5	
12	105 ILCS 5/3-11	from Ch. 122, par. 3-11
13	105 ILCS 5/3-15.6	from Ch. 122, par. 3-15.6
14	105 ILCS 5/3-15.10	from Ch. 122, par. 3-15.10
15	105 ILCS 5/3-15.17	
16	105 ILCS 5/10-17a	from Ch. 122, par. 10-17a
17	105 ILCS 5/14-8.02	from Ch. 122, par. 14-8.02
18	105 ILCS 5/14-9.01	from Ch. 122, par. 14-9.01
19	105 ILCS 5/14C-1	from Ch. 122, par. 14C-1
20	105 ILCS 5/14C-2	from Ch. 122, par. 14C-2
21	105 ILCS 5/14C-3	from Ch. 122, par. 14C-3
22	105 ILCS 5/14C-5	from Ch. 122, par. 14C-5
23	105 ILCS 5/14C-7	from Ch. 122, par. 14C-7
24	105 ILCS 5/14C-9	from Ch. 122, par. 14C-9
25	105 ILCS 5/14C-11	from Ch. 122, par. 14C-11

- 1 105 ILCS 5/27A-5
- 2 105 ILCS 5/34-2.4 from Ch. 122, par. 34-2.4
- 3 105 ILCS 5/34-8.17
- 4 105 ILCS 110/5 from Ch. 122, par. 865
- 5 105 ILCS 5/2-3.60 rep.
- 6 105 ILCS 5/2-3.64b rep.
- 7 105 ILCS 5/2-3.120 rep.
- 8 105 ILCS 5/2-3.137 rep.
- 9 105 ILCS 5/2-3.147 rep.
- 10 105 ILCS 5/3-11.5 rep.
- 11 105 ILCS 5/22-65 rep.
- 12 105 ILCS 5/22-75 rep.