



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

SB1740

Introduced 2/5/2025, by Sen. Mary Edly-Allen

SYNOPSIS AS INTRODUCED:

See Index

Amends the Illinois Grant Funds Recovery Act to make a change concerning school maintenance project grants. Amends the Soybean Ink Act to make a change concerning school districts. Amends the School Code. Removes outdated provisions regarding social science learning standards and provisions regarding meeting minimum higher education preparation and admission requirements. Removes language providing that students who do not take the State's final accountability assessment or its approved alternate assessment may not receive a regular high school diploma unless the student is exempted from taking the State assessments. Prohibits a school board from discriminating against, punishing, or penalizing a student because the student's parents or guardians are unable to pay any required fees or fines for the loss of school property. Removes the requirement that all paper purchased by a board of education, public schools, and attendance centers for publication of student newspapers be recycled newsprint. Increases the age for when an individualized education program must include transition services. Removes the minimum hour requirements for training on concussions and on issues related to domestic and sexual violence. Removes the requirement that a police training academy job training program be open to all students and that participation be tracked. Creates the School Code Mandate Reduction Council. Makes changes concerning commemorative holidays. Renumbers and reorganizes the Course of Study Article and other provisions. Makes conforming and other changes in various Acts. Repeals various Sections of the School Code, the Voting by Minors Act, and the Critical Health Problems and Comprehensive Health Education Act. Effective immediately.

LRB104 05609 LNS 15639 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

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 Illinois Grant Funds Recovery Act is
5 amended by changing Section 4 as follows:

6 (30 ILCS 705/4) (from Ch. 127, par. 2304)

7 Sec. 4. Grant Application and Agreement Requirements.

8 (a) Any person or organization, public or private,
9 desiring to receive grant funds must submit a grant
10 application to the appropriate grantor agency. Applications
11 for grant funds shall be made on prescribed forms developed by
12 the grantor agency, and shall include, without being limited
13 to, the following provisions:

14 (1) the name, address, chief officers, and general
15 description of the applicant;

16 (2) a general description of the program, project, or
17 use for which grant funding is requested;

18 (3) such plans, equipment lists, and other documents
19 as may be required to show the type, structure, and
20 general character of the program, project, or use for
21 which grant funding is requested;

22 (4) cost estimates of developing, constructing,
23 operating, or completing the program, project, or use for

1 which grant funding is requested; and

2 (5) a program of proposed expenditures for the grant
3 funds.

4 (b) Grant funds may not be used except pursuant to a
5 written grant agreement, and any disbursement of grant funds
6 without a grant agreement is void. At a minimum, a grant
7 agreement must:

8 (1) describe the purpose of the grant and be signed by
9 the grantor agency making the grant and all grantees of
10 the grant;

11 (2) except for grant agreements pertaining to school
12 maintenance project grants under Section 5-100 of the
13 School Construction Law, specify how payments shall be
14 made, what constitutes permissible expenditure of the
15 grant funds, and the financial controls applicable to the
16 grant, including, for those grants in excess of \$25,000,
17 the filing of quarterly reports describing the progress of
18 the program, project, or use and the expenditure of the
19 grant funds related thereto;

20 (2.5) for grant agreements pertaining to school
21 maintenance project grants under Section 5-100 of the
22 School Construction Law, specify how payments shall be
23 made, what constitutes permissible expenditure of the
24 grant funds, and the financial controls applicable to the
25 grant, including, for those grants in excess of \$25,000,
26 the filing of final reports describing the program,

1 project, or use and the expenditure of the grant funds
2 related thereto;

3 (3) specify the period of time for which the grant is
4 valid and, subject to the limitation of Section 5, the
5 period of time during which grant funds may be expended by
6 the grantee;

7 (4) contain a provision that any grantees receiving
8 grant funds are required to permit the grantor agency, the
9 Auditor General, or the Attorney General to inspect and
10 audit any books, records, or papers related to the
11 program, project, or use for which grant funds were
12 provided;

13 (5) contain a provision that all funds remaining at
14 the end of the grant agreement or at the expiration of the
15 period of time grant funds are available for expenditure
16 or obligation by the grantee shall be returned to the
17 State within 45 days; and

18 (6) contain a provision in which the grantee certifies
19 under oath that all information in the grant agreement is
20 true and correct to the best of the grantee's knowledge,
21 information, and belief; that the funds shall be used only
22 for the purposes described in the grant agreement; and
23 that the award of grant funds is conditioned upon such
24 certification.

25 (Source: P.A. 96-795, eff. 7-1-10 (see Section 5 of P.A.
26 96-793 for the effective date of changes made by P.A.

1 96-795).)

2 Section 10. The Soybean Ink Act is amended by changing
3 Section 10 as follows:

4 (50 ILCS 520/10)

5 Sec. 10. Use of soybean ink. Contractors shall use soybean
6 oil-based ink when providing printing services to units of
7 local government ~~and school districts~~ unless the unit of local
8 government ~~or school district~~ determines that another type of
9 ink is required to assure high quality and reasonable pricing
10 of the printed product.

11 (Source: P.A. 90-146, eff. 1-1-98.)

12 Section 15. The School Code is amended by changing
13 Sections 2-3.14, 2-3.25, 2-3.25g, 2-3.64a-5, 2-3.66b, 2-3.190,
14 10-17a, 10-20.13, 10-20.14, 10-20.19c, 10-22.39, 10-30,
15 14-8.03, 22-80, 22-83, 24-2, 26A-15, 26A-25, 27A-5, 34-18.66,
16 and 34-21.6, by adding Sections 22-62, 22-115, 27-105, 27-205,
17 27-210, 27-215, 27-220, 27-225, 27-230, 27-235, 27-240,
18 27-245, 27-250, 27-255, 27-405, 27-510, and 27-1005, by adding
19 headings preceding Sections 27-1, 27-105, 27-205, 27-305,
20 27-405, 27-505, 27-605, 27-705, 27-805, 27-905, and 27-1005,
21 by changing and renumbering Sections 27-4, 27-6, 27-6.3, 27-7,
22 27-8.1, 27-9.1b, 27-12.1, 27-13.3, 27-17, 27-20.05, 27-20.08,
23 27-21, 27-22, 27-22.1, 27-22.05, 27-22.10, 27-24, 27-24.7,

1 27-24.10, and 27-27, and by renumbering Sections 27-5, 27-6.5,
2 27-9, 27-9.1a, 27-13.1, 27-14, 27-20.1, 27-20.3, 27-20.4,
3 27-20.5, 27-20.6, 27-20.7, 27-20.8, 27-22.2, 27-22.3, 27-23.1,
4 27-23.4, 27-23.5, 27-23.6, 27-23.7, 27-23.8, 27-23.10,
5 27-23.11, 27-23.13, 27-23.14, 27-23.15, 27-23.16, 27-23.17, as
6 added by Public Act 103-598, 27-23.17, as added by Public Act
7 103-764, 27-24.1, 27-24.2, 27-24.2a, 27-24.3, 27-24.4,
8 27-24.5, 27-24.6, 27-24.8, and 27-24.9 as follows:

9 (105 ILCS 5/2-3.14) (from Ch. 122, par. 2-3.14)

10 Sec. 2-3.14. Representative government. To put into effect
11 the provisions of Sections 27-510 and 27-515 of this Code ~~27-3~~
12 ~~and 27-4~~ relative to representative government.

13 (Source: Laws 1961, p. 31.)

14 (105 ILCS 5/2-3.25) (from Ch. 122, par. 2-3.25)

15 Sec. 2-3.25. Standards for schools.

16 (a) To determine for all types of schools conducted under
17 this Act efficient and adequate standards for the physical
18 plant, heating, lighting, ventilation, sanitation, safety,
19 equipment and supplies, instruction and teaching, curriculum,
20 library, operation, maintenance, administration and
21 supervision, and to issue, refuse to issue or revoke
22 certificates of recognition for schools or school districts
23 pursuant to standards established hereunder; to determine and
24 establish efficient and adequate standards for approval of

1 credit for courses given and conducted by schools outside of
2 the regular school term.

3 (a-5) (Blank). ~~On or before July 1, 2021, the State Board~~
4 ~~of Education must adopt revised social science learning~~
5 ~~standards that are inclusive and reflective of all individuals~~
6 ~~in this country.~~

7 (b) (Blank). ~~Whenever it appears that a secondary or unit~~
8 ~~school district may be unable to offer courses enabling~~
9 ~~students in grades 9 through 12 to meet the minimum~~
10 ~~preparation and admission requirements for public colleges and~~
11 ~~universities adopted by the Board of Higher Education, the~~
12 ~~State Board of Education shall assist the district in~~
13 ~~reviewing and analyzing its existing curriculum with~~
14 ~~particular reference to the educational needs of all pupils of~~
15 ~~the district and the sufficiency of existing and future~~
16 ~~revenues and payments available to the district for~~
17 ~~development of a curriculum which will provide maximum~~
18 ~~educational opportunity to pupils of the district. The review~~
19 ~~and analysis may consider achievement of this goal not only~~
20 ~~through implementation of traditional classroom methods but~~
21 ~~also through development of and participation in joint~~
22 ~~educational programs with other school districts or~~
23 ~~institutions of higher education, or alternative programs~~
24 ~~employing modern technological methods including but not~~
25 ~~limited to the use of television, telephones, computers, radio~~
26 ~~and other electronic devices.~~

1 (Source: P.A. 101-654, eff. 3-8-21.)

2 (105 ILCS 5/2-3.25g) (from Ch. 122, par. 2-3.25g)
3 Sec. 2-3.25g. Waiver or modification of mandates within
4 the School Code and administrative rules and regulations.

5 (a) In this Section:

6 "Board" means a school board or the governing board or
7 administrative district, as the case may be, for a joint
8 agreement.

9 "Eligible applicant" means a school district, joint
10 agreement made up of school districts, or regional
11 superintendent of schools on behalf of schools and
12 programs operated by the regional office of education.

13 "Implementation date" has the meaning set forth in
14 Section 24A-2.5 of this Code.

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

16 (b) Notwithstanding any other provisions of this School
17 Code or any other law of this State to the contrary, eligible
18 applicants may petition the State Board of Education for the
19 waiver or modification of the mandates of this School Code or
20 of the administrative rules and regulations promulgated by the
21 State Board of Education. Waivers or modifications of
22 administrative rules and regulations and modifications of
23 mandates of this School Code may be requested when an eligible
24 applicant demonstrates that it can address the intent of the
25 rule or mandate in a more effective, efficient, or economical

1 manner or when necessary to stimulate innovation or improve
2 student performance. Waivers of mandates of the School Code
3 may be requested when the waivers are necessary to stimulate
4 innovation or improve student performance or when the
5 applicant demonstrates that it can address the intent of the
6 mandate of the School Code in a more effective, efficient, or
7 economical manner. Waivers may not be requested from laws,
8 rules, and regulations pertaining to special education,
9 teacher educator licensure, teacher tenure and seniority, or
10 Section 5-2.1 of this Code or from compliance with the Every
11 Student Succeeds Act (Public Law 114-95). Eligible applicants
12 may not seek a waiver or seek a modification of a mandate
13 regarding the requirements for (i) student performance data to
14 be a significant factor in teacher or principal evaluations or
15 (ii) teachers and principals to be rated using the 4
16 categories of "excellent", "proficient", "needs improvement",
17 or "unsatisfactory". On September 1, 2014, any previously
18 authorized waiver or modification from such requirements shall
19 terminate.

20 (c) Eligible applicants, as a matter of inherent
21 managerial policy, and any Independent Authority established
22 under Section 2-3.25f-5 of this Code may submit an application
23 for a waiver or modification authorized under this Section.
24 Each application must include a written request by the
25 eligible applicant or Independent Authority and must
26 demonstrate that the intent of the mandate can be addressed in

1 a more effective, efficient, or economical manner or be based
2 upon a specific plan for improved student performance and
3 school improvement. Any eligible applicant requesting a waiver
4 or modification for the reason that intent of the mandate can
5 be addressed in a more economical manner shall include in the
6 application a fiscal analysis showing current expenditures on
7 the mandate and projected savings resulting from the waiver or
8 modification. Applications and plans developed by eligible
9 applicants must be approved by the board or regional
10 superintendent of schools applying on behalf of schools or
11 programs operated by the regional office of education
12 following a public hearing on the application and plan and the
13 opportunity for the board or regional superintendent to hear
14 testimony from staff directly involved in its implementation,
15 parents, and students. The time period for such testimony
16 shall be separate from the time period established by the
17 eligible applicant for public comment on other matters.

18 (c-5) If the applicant is a school district, then the
19 district shall post information that sets forth the time,
20 date, place, and general subject matter of the public hearing
21 on its Internet website at least 14 days prior to the hearing.
22 If the district is requesting to increase the fee charged for
23 driver education authorized pursuant to Section 27-815 ~~27-24.2~~
24 of this Code, the website information shall include the
25 proposed amount of the fee the district will request. All
26 school districts must publish a notice of the public hearing

1 at least 7 days prior to the hearing in a newspaper of general
2 circulation within the school district that sets forth the
3 time, date, place, and general subject matter of the hearing.
4 Districts requesting to increase the fee charged for driver
5 education shall include in the published notice the proposed
6 amount of the fee the district will request. If the applicant
7 is a joint agreement or regional superintendent, then the
8 joint agreement or regional superintendent shall post
9 information that sets forth the time, date, place, and general
10 subject matter of the public hearing on its Internet website
11 at least 14 days prior to the hearing. If the joint agreement
12 or regional superintendent is requesting to increase the fee
13 charged for driver education authorized pursuant to Section
14 27-815 ~~27-24.2~~ of this Code, the website information shall
15 include the proposed amount of the fee the applicant will
16 request. All joint agreements and regional superintendents
17 must publish a notice of the public hearing at least 7 days
18 prior to the hearing in a newspaper of general circulation in
19 each school district that is a member of the joint agreement or
20 that is served by the educational service region that sets
21 forth the time, date, place, and general subject matter of the
22 hearing, provided that a notice appearing in a newspaper
23 generally circulated in more than one school district shall be
24 deemed to fulfill this requirement with respect to all of the
25 affected districts. Joint agreements or regional
26 superintendents requesting to increase the fee charged for

1 driver education shall include in the published notice the
2 proposed amount of the fee the applicant will request. The
3 eligible applicant must notify either electronically or in
4 writing the affected exclusive collective bargaining agent and
5 those State legislators representing the eligible applicant's
6 territory of its intent to seek approval of a waiver or
7 modification and of the hearing to be held to take testimony
8 from staff. The affected exclusive collective bargaining
9 agents shall be notified of such public hearing at least 7 days
10 prior to the date of the hearing and shall be allowed to attend
11 such public hearing. The eligible applicant shall attest to
12 compliance with all of the notification and procedural
13 requirements set forth in this Section.

14 (d) A request for a waiver or modification of
15 administrative rules and regulations or for a modification of
16 mandates contained in this School Code shall be submitted to
17 the State Board of Education within 15 days after approval by
18 the board or regional superintendent of schools. The
19 application as submitted to the State Board of Education shall
20 include a description of the public hearing. Following receipt
21 of the waiver or modification request, the State Board shall
22 have 45 days to review the application and request. If the
23 State Board fails to disapprove the application within that
24 45-day period, the waiver or modification shall be deemed
25 granted. The State Board may disapprove any request if it is
26 not based upon sound educational practices, endangers the

1 health or safety of students or staff, compromises equal
2 opportunities for learning, or fails to demonstrate that the
3 intent of the rule or mandate can be addressed in a more
4 effective, efficient, or economical manner or have improved
5 student performance as a primary goal. Any request disapproved
6 by the State Board may be appealed to the General Assembly by
7 the eligible applicant as outlined in this Section.

8 A request for a waiver from mandates contained in this
9 School Code shall be submitted to the State Board within 15
10 days after approval by the board or regional superintendent of
11 schools. The application as submitted to the State Board of
12 Education shall include a description of the public hearing.
13 The description shall include, but need not be limited to, the
14 means of notice, the number of people in attendance, the
15 number of people who spoke as proponents or opponents of the
16 waiver, a brief description of their comments, and whether
17 there were any written statements submitted. The State Board
18 shall review the applications and requests for completeness
19 and shall compile the requests in reports to be filed with the
20 General Assembly. The State Board shall file reports outlining
21 the waivers requested by eligible applicants and appeals by
22 eligible applicants of requests disapproved by the State Board
23 with the Senate and the House of Representatives before each
24 March 1 and October 1.

25 The report shall be reviewed by a panel of 4 members
26 consisting of:

- 1 (1) the Speaker of the House of Representatives;
- 2 (2) the Minority Leader of the House of
- 3 Representatives;
- 4 (3) the President of the Senate; and
- 5 (4) the Minority Leader of the Senate.

6 The State Board of Education may provide the panel
7 recommendations on waiver requests. The members of the panel
8 shall review the report submitted by the State Board of
9 Education and submit to the State Board of Education any
10 notice of further consideration to any waiver request within
11 14 days after the member receives the report. If 3 or more of
12 the panel members submit a notice of further consideration to
13 any waiver request contained within the report, the State
14 Board of Education shall submit the waiver request to the
15 General Assembly for consideration. If less than 3 panel
16 members submit a notice of further consideration to a waiver
17 request, the waiver may be approved, denied, or modified by
18 the State Board. If the State Board does not act on a waiver
19 request within 10 days, then the waiver request is approved.
20 If the waiver request is denied by the State Board, it shall
21 submit the waiver request to the General Assembly for
22 consideration.

23 The General Assembly may disapprove any waiver request
24 submitted to the General Assembly pursuant to this subsection
25 (d) in whole or in part within 60 calendar days after each
26 house of the General Assembly next convenes after the waiver

1 request is submitted by adoption of a resolution by a record
2 vote of the majority of members elected in each house. If the
3 General Assembly fails to disapprove any waiver request or
4 appealed request within such 60-day period, the waiver or
5 modification shall be deemed granted. Any resolution adopted
6 by the General Assembly disapproving a report of the State
7 Board in whole or in part shall be binding on the State Board.

8 (e) An approved waiver or modification may remain in
9 effect for a period not to exceed 5 school years and may be
10 renewed upon application by the eligible applicant. However,
11 such waiver or modification may be changed within that 5-year
12 period by a board or regional superintendent of schools
13 applying on behalf of schools or programs operated by the
14 regional office of education following the procedure as set
15 forth in this Section for the initial waiver or modification
16 request. If neither the State Board of Education nor the
17 General Assembly disapproves, the change is deemed granted.

18 (f) (Blank).

19 (Source: P.A. 100-465, eff. 8-31-17; 100-782, eff. 1-1-19;
20 101-81, eff. 7-12-19.)

21 (105 ILCS 5/2-3.64a-5)

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

23 (a) For the assessment and accountability purposes of this
24 Section, "students" includes those students enrolled in a
25 public or State-operated elementary school, secondary school,

1 or cooperative or joint agreement with a governing body or
2 board of control, a charter school operating in compliance
3 with the Charter Schools Law, a school operated by a regional
4 office of education under Section 13A-3 of this Code, or a
5 public school administered by a local public agency or the
6 Department of Human Services.

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

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

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

24 The State Board of Education shall annually assess schools
25 that operate a secondary education program, as defined in
26 Section 22-22 of this Code, in English language arts and

1 mathematics. The State Board of Education shall administer no
2 more than 3 assessments, per student, of English language arts
3 and mathematics for students in a secondary education program.
4 One of these assessments shall be recognized by this State's
5 public institutions of higher education, as defined in the
6 Board of Higher Education Act, for the purpose of student
7 application or admissions consideration. The assessment
8 administered by the State Board of Education for the purpose
9 of student application to or admissions consideration by
10 institutions of higher education must be administered on a
11 school day during regular student attendance hours, and
12 student profile information collected by the assessment shall
13 be made available to the State's public institutions of higher
14 education in a timely manner.

15 ~~Students who do not take the State's final accountability~~
16 ~~assessment or its approved alternate assessment may not~~
17 ~~receive a regular high school diploma unless the student is~~
18 ~~exempted from taking the State assessments under subsection~~
19 ~~(d) of this Section because the student is enrolled in a~~
20 ~~program of adult and continuing education, as defined in the~~
21 ~~Adult Education Act, or the student is identified by the State~~
22 ~~Board of Education, through rules, as being exempt from the~~
23 ~~assessment.~~

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

26 Districts shall inform their students of the timelines and

1 procedures applicable to their participation in every yearly
2 administration of the State assessments. The State Board of
3 Education shall establish periods of time in each school year
4 during which State assessments shall occur to meet the
5 objectives of this Section.

6 The requirements of this subsection do not apply if the
7 State Board of Education has received a waiver from the
8 administration of assessments from the U.S. Department of
9 Education.

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

18 Students receiving special education services whose
19 individualized educational programs identify them as eligible
20 for the alternative State assessments nevertheless shall have
21 the option of also taking this State's regular final
22 accountability assessment, which shall be administered in
23 accordance with the eligible accommodations appropriate for
24 meeting these students' respective needs.

25 All students determined to be English learners shall
26 participate in the State assessments. The scores of those

1 students who have been enrolled in schools in the United
2 States for less than 12 months may not be used for the purposes
3 of accountability. Any student determined to be an English
4 learner shall receive appropriate assessment accommodations,
5 including language supports, which shall be established by
6 rule. Approved assessment accommodations must be provided
7 until the student's English language skills develop to the
8 extent that the student is no longer considered to be an
9 English learner, as demonstrated through a State-identified
10 English language proficiency assessment.

11 (e) The results or scores of each assessment taken under
12 this Section shall be made available to the parents of each
13 student.

14 In each school year, the scores attained by a student on
15 the final accountability assessment must be placed in the
16 student's permanent record pursuant to rules that the State
17 Board of Education shall adopt for that purpose in accordance
18 with Section 3 of the Illinois School Student Records Act. In
19 each school year, the scores attained by a student on the State
20 assessments administered in grades 3 through 8 must be placed
21 in the student's temporary record.

22 (f) All schools shall administer the State's academic
23 assessment of English language proficiency to all children
24 determined to be English learners.

25 (g) All schools in this State that are part of the sample
26 drawn by the National Center for Education Statistics, in

1 collaboration with their school districts and the State Board
2 of Education, shall administer the academic assessments under
3 the National Assessment of Educational Progress carried out
4 under Section 411(b)(2) of the federal National Education
5 Statistics Act of 1994 (20 U.S.C. 9010) if the U.S. Secretary
6 of Education pays the costs of administering the assessments.

7 (h) (Blank).

8 (i) For the purposes of this subsection (i), "academically
9 based assessments" means assessments consisting of questions
10 and answers that are measurable and quantifiable to measure
11 the knowledge, skills, and ability of students in the subject
12 matters covered by the assessments. All assessments
13 administered pursuant to this Section must be academically
14 based assessments. The scoring of academically based
15 assessments shall be reliable, valid, and fair and shall meet
16 the guidelines for assessment development and use prescribed
17 by the American Psychological Association, the National
18 Council on Measurement in Education, and the American
19 Educational Research Association.

20 The State Board of Education shall review the use of all
21 assessment item types in order to ensure that they are valid
22 and reliable indicators of student performance aligned to the
23 learning standards being assessed and that the development,
24 administration, and scoring of these item types are
25 justifiable in terms of cost.

26 (j) The State Superintendent of Education shall appoint a

1 committee of no more than 21 members, consisting of parents,
2 teachers, school administrators, school board members,
3 assessment experts, regional superintendents of schools, and
4 citizens, to review the State assessments administered by the
5 State Board of Education. The Committee shall select one of
6 its members as its chairperson. The Committee shall meet on an
7 ongoing basis to review the content and design of the
8 assessments (including whether the requirements of subsection
9 (i) of this Section have been met), the time and money expended
10 at the local and State levels to prepare for and administer the
11 assessments, the collective results of the assessments as
12 measured against the stated purpose of assessing student
13 performance, and other issues involving the assessments
14 identified by the Committee. The Committee shall make periodic
15 recommendations to the State Superintendent of Education and
16 the General Assembly concerning the assessments.

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

19 (Source: P.A. 103-204, eff. 1-1-24.)

20 (105 ILCS 5/2-3.66b)

21 Sec. 2-3.66b. IHOPE Program.

22 (a) There is established the Illinois Hope and Opportunity
23 Pathways through Education (IHOPE) Program. The State Board of
24 Education shall implement and administer the IHOPE Program.
25 The goal of the IHOPE Program is to develop a comprehensive

1 system in this State to re-enroll significant numbers of high
2 school dropouts in programs that will enable them to earn
3 their high school diploma.

4 (b) The IHOPE Program shall award grants, subject to
5 appropriation for this purpose, to educational service regions
6 and a school district organized under Article 34 of this Code
7 from appropriated funds to assist in establishing
8 instructional programs and other services designed to
9 re-enroll high school dropouts. From any funds appropriated
10 for the IHOPE Program, the State Board of Education may use up
11 to 5% for administrative costs, including the performance of a
12 program evaluation and the hiring of staff to implement and
13 administer the program.

14 The IHOPE Program shall provide incentive grant funds for
15 regional offices of education and a school district organized
16 under Article 34 of this Code to develop partnerships with
17 school districts, public community colleges, and community
18 groups to build comprehensive plans to re-enroll high school
19 dropouts in their regions or districts.

20 Programs funded through the IHOPE Program shall allow high
21 school dropouts, up to and including age 21 notwithstanding
22 Section 26-2 of this Code, to re-enroll in an educational
23 program in conformance with rules adopted by the State Board
24 of Education. Programs may include without limitation
25 comprehensive year-round programming, evening school, summer
26 school, community college courses, adult education, vocational

1 training, work experience, programs to enhance self-concept,
2 and parenting courses. Any student in the IHOPE Program who
3 wishes to earn a high school diploma must meet the
4 prerequisites to receiving a high school diploma specified in
5 Section 27-605 ~~27-22~~ of this Code and any other graduation
6 requirements of the student's district of residence. Any
7 student who successfully completes the requirements for his or
8 her graduation shall receive a diploma identifying the student
9 as graduating from his or her district of residence.

10 (c) In order to be eligible for funding under the IHOPE
11 Program, an interested regional office of education or a
12 school district organized under Article 34 of this Code shall
13 develop an IHOPE Plan to be approved by the State Board of
14 Education. The State Board of Education shall develop rules
15 for the IHOPE Program that shall set forth the requirements
16 for the development of the IHOPE Plan. Each Plan shall involve
17 school districts, public community colleges, and key community
18 programs that work with high school dropouts located in an
19 educational service region or the City of Chicago before the
20 Plan is sent to the State Board for approval. No funds may be
21 distributed to a regional office of education or a school
22 district organized under Article 34 of this Code until the
23 State Board has approved the Plan.

24 (d) A regional office of education or a school district
25 organized under Article 34 of this Code may operate its own
26 program funded by the IHOPE Program or enter into a contract

1 with other not-for-profit entities, including school
2 districts, public community colleges, and not-for-profit
3 community-based organizations, to operate a program.

4 A regional office of education or a school district
5 organized under Article 34 of this Code that receives an IHOPE
6 grant from the State Board of Education may provide funds
7 under a sub-grant, as specified in the IHOPE Plan, to other
8 not-for-profit entities to provide services according to the
9 IHOPE Plan that was developed. These other entities may
10 include school districts, public community colleges, or
11 not-for-profit community-based organizations or a cooperative
12 partnership among these entities.

13 (e) In order to distribute funding based upon the need to
14 ensure delivery of programs that will have the greatest
15 impact, IHOPE Program funding must be distributed based upon
16 the proportion of dropouts in the educational service region
17 or school district, in the case of a school district organized
18 under Article 34 of this Code, to the total number of dropouts
19 in this State. This formula shall employ the dropout data
20 provided by school districts to the State Board of Education.

21 A regional office of education or a school district
22 organized under Article 34 of this Code may claim State aid
23 under Section 18-8.05 or 18-8.15 of this Code for students
24 enrolled in a program funded by the IHOPE Program, provided
25 that the State Board of Education has approved the IHOPE Plan
26 and that these students are receiving services that are

1 meeting the requirements of Section 27-605 ~~27-22~~ of this Code
2 for receipt of a high school diploma and are otherwise
3 eligible to be claimed for general State aid under Section
4 18-8.05 of this Code or evidence-based funding under Section
5 18-8.15 of this Code, including provisions related to the
6 minimum number of days of pupil attendance pursuant to Section
7 10-19 of this Code and the minimum number of daily hours of
8 school work required under Section 10-19.05 and any exceptions
9 thereto as defined by the State Board of Education in rules.

10 (f) IHOPE categories of programming may include the
11 following:

12 (1) Full-time programs that are comprehensive,
13 year-round programs.

14 (2) Part-time programs combining work and study
15 scheduled at various times that are flexible to the needs
16 of students.

17 (3) Online programs and courses in which students take
18 courses and complete on-site, supervised tests that
19 measure the student's mastery of a specific course needed
20 for graduation. Students may take courses online and earn
21 credit or students may prepare to take supervised tests
22 for specific courses for credit leading to receipt of a
23 high school diploma.

24 (4) Dual enrollment in which students attend high
25 school classes in combination with community college
26 classes or students attend community college classes while

1 simultaneously earning high school credit and eventually a
2 high school diploma.

3 (g) In order to have successful comprehensive programs
4 re-enrolling and graduating low-skilled high school dropouts,
5 programs funded through the IHOPE Program shall include all of
6 the following components:

7 (1) Small programs (70 to 100 students) at a separate
8 school site with a distinct identity. Programs may be
9 larger with specific need and justification, keeping in
10 mind that it is crucial to keep programs small to be
11 effective.

12 (2) Specific performance-based goals and outcomes and
13 measures of enrollment, attendance, skills, credits,
14 graduation, and the transition to college, training, and
15 employment.

16 (3) Strong, experienced leadership and teaching staff
17 who are provided with ongoing professional development.

18 (4) Voluntary enrollment.

19 (5) High standards for student learning, integrating
20 work experience, and education, including during the
21 school year and after school, and summer school programs
22 that link internships, work, and learning.

23 (6) Comprehensive programs providing extensive support
24 services.

25 (7) Small teams of students supported by full-time
26 paid mentors who work to retain and help those students

1 graduate.

2 (8) A comprehensive technology learning center with
3 Internet access and broad-based curriculum focusing on
4 academic and career subject areas.

5 (9) Learning opportunities that incorporate action
6 into study.

7 (h) Programs funded through the IHOPE Program must report
8 data to the State Board of Education as requested. This
9 information shall include, but is not limited to, student
10 enrollment figures, attendance information, course completion
11 data, graduation information, and post-graduation information,
12 as available.

13 (i) Rules must be developed by the State Board of
14 Education to set forth the fund distribution process to
15 regional offices of education and a school district organized
16 under Article 34 of this Code, the planning and the conditions
17 upon which an IHOPE Plan would be approved by State Board, and
18 other rules to develop the IHOPE Program.

19 (Source: P.A. 100-465, eff. 8-31-17; 101-12, eff. 7-1-19.)

20 (105 ILCS 5/2-3.190)

21 Sec. 2-3.190. Anaphylactic policy for school districts.

22 (a) The State Board of Education, in consultation with the
23 Department of Public Health, shall establish an anaphylactic
24 policy for school districts setting forth guidelines and
25 procedures to be followed both for the prevention of

1 anaphylaxis and during a medical emergency resulting from
2 anaphylaxis. The policy shall be developed after consultation
3 with the advisory committee established pursuant to Section
4 27-225 of this Code ~~5 of the Critical Health Problems and~~
5 ~~Comprehensive Health Education Act~~. In establishing the policy
6 required under this Section, the State Board shall consider
7 existing requirements and current and best practices for
8 schools regarding allergies and anaphylaxis. The State Board
9 must also consider the voluntary guidelines for managing food
10 allergies in schools issued by the United States Department of
11 Health and Human Services.

12 (b) The anaphylactic policy established under subsection
13 (a) shall include the following:

14 (1) A procedure and treatment plan, including
15 emergency protocols and responsibilities for school nurses
16 and other appropriate school personnel, for responding to
17 anaphylaxis.

18 (2) Requirements for a training course for appropriate
19 school personnel on preventing and responding to
20 anaphylaxis.

21 (3) A procedure and appropriate guidelines for the
22 development of an individualized emergency health care
23 plan for children with a food or other allergy that could
24 result in anaphylaxis.

25 (4) A communication plan for intake and dissemination
26 of information provided by this State regarding children

1 with a food or other allergy that could result in
2 anaphylaxis, including a discussion of methods,
3 treatments, and therapies to reduce the risk of allergic
4 reactions, including anaphylaxis.

5 (5) Strategies for reducing the risk of exposure to
6 anaphylactic causative agents, including food and other
7 allergens.

8 (6) A communication plan for discussion with children
9 who have developed adequate verbal communication and
10 comprehension skills and with the parents or guardians of
11 all children about foods that are safe and unsafe and
12 about strategies to avoid exposure to unsafe food.

13 (c) At least once each calendar year, each school district
14 shall send a notification to the parents or guardians of all
15 children under the care of a school to make them aware of the
16 anaphylactic policy. The notification shall include contact
17 information for parents and guardians to engage further with
18 the school to learn more about individualized aspects of the
19 policy.

20 (d) At least 6 months after August 20, 2021 (the effective
21 date of Public Act 102-413), the anaphylactic policy
22 established under subsection (a) shall be forwarded by the
23 State Board to the school board of each school district in this
24 State. Each school district shall implement or update, as
25 appropriate, its anaphylactic policy in accordance with those
26 developed by the State Board within 6 months after receiving

1 the anaphylactic policy from the State Board.

2 (e) The anaphylactic policy established under subsection
3 (a) shall be reviewed and updated, if necessary, at least once
4 every 3 years.

5 (f) The State Board shall post the anaphylactic policy
6 established under subsection (a) and resources regarding
7 allergies and anaphylaxis on its website.

8 (g) The State Board may adopt any rules necessary to
9 implement this Section.

10 (Source: P.A. 102-413, eff. 8-20-21; 102-813, eff. 5-13-22.)

11 (105 ILCS 5/10-17a)

12 Sec. 10-17a. State, school district, and school report
13 cards; Expanded High School Snapshot Report.

14 (1) By October 31, 2013 and October 31 of each subsequent
15 school year, the State Board of Education, through the State
16 Superintendent of Education, shall prepare a State report
17 card, school district report cards, and school report cards,
18 and shall by the most economical means provide to each school
19 district in this State, including special charter districts
20 and districts subject to the provisions of Article 34, the
21 report cards for the school district and each of its schools.
22 Because of the impacts of the COVID-19 public health emergency
23 during school year 2020-2021, the State Board of Education
24 shall have until December 31, 2021 to prepare and provide the
25 report cards that would otherwise be due by October 31, 2021.

1 During a school year in which the Governor has declared a
2 disaster due to a public health emergency pursuant to Section
3 7 of the Illinois Emergency Management Agency Act, the report
4 cards for the school districts and each of its schools shall be
5 prepared by December 31.

6 (2) In addition to any information required by federal
7 law, the State Superintendent shall determine the indicators
8 and presentation of the school report card, which must
9 include, at a minimum, the most current data collected and
10 maintained by the State Board of Education related to the
11 following:

12 (A) school characteristics and student demographics,
13 including average class size, average teaching experience,
14 student racial/ethnic breakdown, and the percentage of
15 students classified as low-income; the percentage of
16 students classified as English learners, the number of
17 students who graduate from a bilingual or English learner
18 program, and the number of students who graduate from,
19 transfer from, or otherwise leave bilingual programs; the
20 percentage of students who have individualized education
21 plans or 504 plans that provide for special education
22 services; the number and the percentage of all students in
23 grades kindergarten through 8, disaggregated by the
24 student demographics described in this paragraph (A), in
25 each of the following categories: (i) those who have been
26 assessed for placement in a gifted education program or

1 accelerated placement, (ii) those who have enrolled in a
2 gifted education program or in accelerated placement, and
3 (iii) for each of categories (i) and (ii), those who
4 received direct instruction from a teacher who holds a
5 gifted education endorsement; the number and the
6 percentage of all students in grades 9 through 12,
7 disaggregated by the student demographics described in
8 this paragraph (A), who have been enrolled in an advanced
9 academic program; the percentage of students scoring at
10 the "exceeds expectations" level on the assessments
11 required under Section 2-3.64a-5 of this Code; the
12 percentage of students who annually transferred in or out
13 of the school district; average daily attendance; the
14 per-pupil operating expenditure of the school district;
15 and the per-pupil State average operating expenditure for
16 the district type (elementary, high school, or unit);

17 (B) curriculum information, including, where
18 applicable, Advanced Placement, International
19 Baccalaureate or equivalent courses, dual credit courses,
20 foreign language classes, computer science courses, school
21 personnel resources (including Career Technical Education
22 teachers), before and after school programs,
23 extracurricular activities, subjects in which elective
24 classes are offered, health and wellness initiatives
25 (including the average number of days of Physical
26 Education per week per student), approved programs of

1 study, awards received, community partnerships, and
2 special programs such as programming for the gifted and
3 talented, students with disabilities, and work-study
4 students;

5 (C) student outcomes, including, where applicable, the
6 percentage of students deemed proficient on assessments of
7 State standards, the percentage of students in the eighth
8 grade who pass Algebra, the percentage of students who
9 participated in workplace learning experiences, the
10 percentage of students enrolled in post-secondary
11 institutions (including colleges, universities, community
12 colleges, trade/vocational schools, and training programs
13 leading to career certification within 2 semesters of high
14 school graduation), the percentage of students graduating
15 from high school who are college and career ready, the
16 percentage of graduates enrolled in community colleges,
17 colleges, and universities who are in one or more courses
18 that the community college, college, or university
19 identifies as a developmental course, and the percentage
20 of students with disabilities under the federal
21 Individuals with Disabilities Education Act and Article 14
22 of this Code who have fulfilled the minimum State
23 graduation requirements set forth in Section 27-605 ~~27-22~~
24 of this Code and have been issued a regular high school
25 diploma;

26 (D) student progress, including, where applicable, the

1 percentage of students in the ninth grade who have earned
2 5 credits or more without failing more than one core
3 class, a measure of students entering kindergarten ready
4 to learn, a measure of growth, and the percentage of
5 students who enter high school on track for college and
6 career readiness;

7 (E) the school environment, including, where
8 applicable, high school dropout rate by grade level, the
9 percentage of students with less than 10 absences in a
10 school year, the percentage of teachers with less than 10
11 absences in a school year for reasons other than
12 professional development, leaves taken pursuant to the
13 federal Family Medical Leave Act of 1993, long-term
14 disability, or parental leaves, the 3-year average of the
15 percentage of teachers returning to the school from the
16 previous year, the number of different principals at the
17 school in the last 6 years, the number of teachers who hold
18 a gifted education endorsement, the process and criteria
19 used by the district to determine whether a student is
20 eligible for participation in a gifted education program
21 or advanced academic program and the manner in which
22 parents and guardians are made aware of the process and
23 criteria, the number of teachers who are National Board
24 Certified Teachers, disaggregated by race and ethnicity, 2
25 or more indicators from any school climate survey selected
26 or approved by the State and administered pursuant to

1 Section 2-3.153 of this Code, with the same or similar
2 indicators included on school report cards for all surveys
3 selected or approved by the State pursuant to Section
4 2-3.153 of this Code, the combined percentage of teachers
5 rated as proficient or excellent in their most recent
6 evaluation, and, beginning with the 2022-2023 school year,
7 data on the number of incidents of violence that occurred
8 on school grounds or during school-related activities and
9 that resulted in an out-of-school suspension, expulsion,
10 or removal to an alternative setting, as reported pursuant
11 to Section 2-3.162;

12 (F) a school district's and its individual schools'
13 balanced accountability measure, in accordance with
14 Section 2-3.25a of this Code;

15 (G) the total and per pupil normal cost amount the
16 State contributed to the Teachers' Retirement System of
17 the State of Illinois in the prior fiscal year for the
18 school's employees, which shall be reported to the State
19 Board of Education by the Teachers' Retirement System of
20 the State of Illinois;

21 (H) for a school district organized under Article 34
22 of this Code only, State contributions to the Public
23 School Teachers' Pension and Retirement Fund of Chicago
24 and State contributions for health care for employees of
25 that school district;

26 (I) a school district's Final Percent of Adequacy, as

1 defined in paragraph (4) of subsection (f) of Section
2 18-8.15 of this Code;

3 (J) a school district's Local Capacity Target, as
4 defined in paragraph (2) of subsection (c) of Section
5 18-8.15 of this Code, displayed as a percentage amount;

6 (K) a school district's Real Receipts, as defined in
7 paragraph (1) of subsection (d) of Section 18-8.15 of this
8 Code, divided by a school district's Adequacy Target, as
9 defined in paragraph (1) of subsection (b) of Section
10 18-8.15 of this Code, displayed as a percentage amount;

11 (L) a school district's administrative costs;

12 (M) whether or not the school has participated in the
13 Illinois Youth Survey. In this paragraph (M), "Illinois
14 Youth Survey" means a self-report survey, administered in
15 school settings every 2 years, designed to gather
16 information about health and social indicators, including
17 substance abuse patterns and the attitudes of students in
18 grades 8, 10, and 12;

19 (N) whether the school offered its students career and
20 technical education opportunities; and

21 (O) beginning with the October 2024 report card, the
22 total number of school counselors, school social workers,
23 school nurses, and school psychologists by school,
24 district, and State, the average number of students per
25 school counselor in the school, district, and State, the
26 average number of students per school social worker in the

1 school, district, and State, the average number of
2 students per school nurse in the school, district, and
3 State, and the average number of students per school
4 psychologist in the school, district, and State.

5 The school report card shall also provide information that
6 allows for comparing the current outcome, progress, and
7 environment data to the State average, to the school data from
8 the past 5 years, and to the outcomes, progress, and
9 environment of similar schools based on the type of school and
10 enrollment of low-income students, special education students,
11 and English learners.

12 As used in this subsection (2):

13 "Accelerated placement" has the meaning ascribed to that
14 term in Section 14A-17 of this Code.

15 "Administrative costs" means costs associated with
16 executive, administrative, or managerial functions within the
17 school district that involve planning, organizing, managing,
18 or directing the school district.

19 "Advanced academic program" means a course of study,
20 including, but not limited to, accelerated placement, advanced
21 placement coursework, International Baccalaureate coursework,
22 dual credit, or any course designated as enriched or honors,
23 that a student is enrolled in based on advanced cognitive
24 ability or advanced academic achievement compared to local age
25 peers and in which the curriculum is substantially
26 differentiated from the general curriculum to provide

1 appropriate challenge and pace.

2 "Computer science" means the study of computers and
3 algorithms, including their principles, their hardware and
4 software designs, their implementation, and their impact on
5 society. "Computer science" does not include the study of
6 everyday uses of computers and computer applications, such as
7 keyboarding or accessing the Internet.

8 "Gifted education" means educational services, including
9 differentiated curricula and instructional methods, designed
10 to meet the needs of gifted children as defined in Article 14A
11 of this Code.

12 For the purposes of paragraph (A) of this subsection (2),
13 "average daily attendance" means the average of the actual
14 number of attendance days during the previous school year for
15 any enrolled student who is subject to compulsory attendance
16 by Section 26-1 of this Code at each school and charter school.

17 (2.5) For any school report card prepared after July 1,
18 2025, for all high school graduation completion rates that are
19 reported on the school report card as required under this
20 Section or by any other State or federal law, the State
21 Superintendent of Education shall also report the percentage
22 of students who did not meet the requirements of high school
23 graduation completion for any reason and, of those students,
24 the percentage that are classified as students who fulfill the
25 requirements of Section 14-16 of this Code.

26 The State Superintendent shall ensure that for the

1 2023-2024 school year there is a specific code for districts
2 to report students who fulfill the requirements of Section
3 14-16 of this Code to ensure accurate reporting under this
4 Section.

5 All reporting requirements under this subsection (2.5)
6 shall be included on the school report card where high school
7 graduation completion rates are reported, along with a brief
8 explanation of how fulfilling the requirements of Section
9 14-16 of this Code is different from receiving a regular high
10 school diploma.

11 (3) At the discretion of the State Superintendent, the
12 school district report card shall include a subset of the
13 information identified in paragraphs (A) through (E) of
14 subsection (2) of this Section, as well as information
15 relating to the operating expense per pupil and other finances
16 of the school district, and the State report card shall
17 include a subset of the information identified in paragraphs
18 (A) through (E) and paragraph (N) of subsection (2) of this
19 Section. The school district report card shall include the
20 average daily attendance, as that term is defined in
21 subsection (2) of this Section, of students who have
22 individualized education programs and students who have 504
23 plans that provide for special education services within the
24 school district.

25 (4) Notwithstanding anything to the contrary in this
26 Section, in consultation with key education stakeholders, the

1 State Superintendent shall at any time have the discretion to
2 amend or update any and all metrics on the school, district, or
3 State report card.

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

24 (6) Nothing contained in Public Act 98-648 repeals,
25 supersedes, invalidates, or nullifies final decisions in
26 lawsuits pending on July 1, 2014 (the effective date of Public

1 Act 98-648) in Illinois courts involving the interpretation of
2 Public Act 97-8.

3 (7) As used in this subsection (7):

4 "Advanced coursework or programs" means any high school
5 courses, sequence of courses, or class or grouping of students
6 organized to provide more rigorous, enriched, advanced,
7 accelerated, gifted, or above grade-level instruction. This
8 may include, but is not limited to, Advanced Placement
9 courses, International Baccalaureate courses, honors,
10 weighted, advanced, or enriched courses, or gifted or
11 accelerated programs, classrooms, or courses.

12 "Course" means any high school class or course offered by
13 a school that is assigned a school course code by the State
14 Board of Education.

15 "High school" means a school that maintains any of grades
16 9 through 12.

17 "Standard coursework or programs" means any high school
18 courses or classes other than advanced coursework or programs.

19 By December 31, 2027 and by December 31 of each subsequent
20 year, the State Board of Education, through the State
21 Superintendent of Education, shall prepare a stand-alone
22 report covering all public high schools in this State, to be
23 referred to as the Expanded High School Coursework Snapshot
24 Report. The State Board shall post the Report on the State
25 Board's Internet website. Each school district with high
26 school enrollment for the reporting year shall include on the

1 school district's Internet website, if the district maintains
2 an Internet website, a hyperlink to the Report on the State
3 Board's Internet website titled "Expanded High School
4 Coursework Snapshot Report". Hyperlinks under this subsection
5 (7) shall be displayed in a manner that is easily accessible to
6 the public.

7 The Expanded High School Coursework Snapshot Report shall
8 include:

9 (A) a listing of all standard coursework or programs
10 that have high school student enrollment;

11 (B) a listing of all advanced coursework or programs
12 that have high school student enrollment;

13 (C) a listing of all coursework or programs that have
14 high school student enrollment by English learners;

15 (D) a listing of all coursework or programs that have
16 high school student enrollment by students with
17 disabilities;

18 (E) data tables and graphs comparing advanced
19 coursework or programs enrollment with standard coursework
20 or programs enrollment according to the following
21 parameters:

22 (i) the average years of experience of all
23 teachers in a high school who are assigned to teach
24 advanced coursework or programs compared with the
25 average years of experience of all teachers in the
26 high school who are assigned to teach standard

1 coursework or programs;

2 (ii) the average years of experience of all
3 teachers in a high school who are assigned to teach
4 coursework or programs that have high school
5 enrollment by students with disabilities compared with
6 the average years of experience of all teachers in the
7 high school who are not assigned to teach coursework
8 or programs that have high school student enrollment
9 by students with disabilities;

10 (iii) the average years of experience of all
11 teachers in a high school who are assigned to teach
12 coursework or programs that have high school student
13 enrollment by English learners compared with the
14 average years of experience of all teachers in the
15 high school who are not assigned to teach coursework
16 or programs that have high school student enrollment
17 by English learners;

18 (iv) the number of high school teachers who
19 possess bachelor's degrees, master's degrees, or
20 higher degrees and who are assigned to teach advanced
21 coursework or programs compared with the number of
22 teachers who possess bachelor's degrees, master's
23 degrees, or higher degrees and who are assigned to
24 teach standard coursework or programs;

25 (v) the number of high school teachers who possess
26 bachelor's degrees, master's degrees, or higher

1 degrees and who are assigned to teach coursework or
2 programs that have high school student enrollment by
3 students with disabilities compared with the number of
4 teachers who possess bachelor's degrees, master's
5 degrees, or higher degrees and who are not assigned to
6 teach coursework or programs that have high school
7 student enrollment by students with disabilities;

8 (vi) the number of high school teachers who
9 possess bachelor's degrees, master's degrees, or
10 higher degrees and who are assigned to teach
11 coursework or programs that have high school student
12 enrollment by English learners compared with the
13 number of teachers who possess bachelor's degrees,
14 master's degrees, or higher degrees and who are not
15 assigned to teach coursework or programs that have
16 high school student enrollment by English learners;

17 (vii) the average student enrollment of advanced
18 coursework or programs offered in a high school
19 compared with the average student enrollment of
20 standard coursework or programs;

21 (viii) the percentages of high school students, by
22 race, gender, and program student group, who are
23 enrolled in advanced coursework or programs;

24 (ix) (blank);

25 (x) (blank);

26 (xi) (blank);

1 (xii) (blank);

2 (xiii) (blank);

3 (xiv) the percentage of high school students, by
4 race, gender, and program student group, who earn the
5 equivalent of a C grade or higher on a grade A through
6 F scale in one or more advanced coursework or programs
7 compared with the percentage of high school students,
8 by race, gender, and program student group, who earn
9 the equivalent of a C grade or higher on a grade A
10 through F scale in one or more standard coursework or
11 programs;

12 (xv) (blank);

13 (xvi) (blank); and

14 (F) data tables and graphs for each race and ethnicity
15 category and gender category describing:

16 (i) the total student number and student
17 percentage for Advanced Placement courses taken by
18 race and ethnicity category and gender category;

19 (ii) the total student number and student
20 percentage for International Baccalaureate courses
21 taken by race and ethnicity category and gender
22 category;

23 (iii) (blank);

24 (iv) (blank); and

25 (v) the total student number and student
26 percentage of high school students who earn a score of

1 3 or higher on the Advanced Placement exam associated
2 with an Advanced Placement course.

3 For data on teacher experience and education under this
4 subsection (7), a teacher who teaches a combination of courses
5 designated as advanced coursework or programs, courses or
6 programs that have high school student enrollment by English
7 learners, or standard coursework or programs shall be included
8 in all relevant categories and the teacher's level of
9 experience shall be added to the categories.

10 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
11 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
12 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,
13 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;
14 103-605, eff. 7-1-24; 103-780, eff. 8-2-24.)

15 (105 ILCS 5/10-20.13)

16 Sec. 10-20.13. Textbooks and instructional materials for
17 children of parents unable to buy them; waiver of fees and
18 finer; discrimination and punishment prohibited.

19 (a) To purchase, at the expense of the district, a
20 sufficient number of textbooks and instructional materials for
21 children whose parents are unable to buy them, including, but
22 not limited to, children living in households that meet the
23 free lunch or breakfast eligibility guidelines established by
24 the federal government pursuant to Section 1758 of the federal
25 Richard B. Russell National School Lunch Act (42 U.S.C. 1758;

1 7 CFR 245 et seq.) and homeless children and youth as defined
2 in Section 11434a of the federal McKinney-Vento Homeless
3 Assistance Act (42 U.S.C. 11434a), subject to verification as
4 set forth in subsection (c) of this Section. Such textbooks
5 shall be loaned only, and the directors shall require the
6 teacher to see that they are properly cared for and returned at
7 the end of each term of school.

8 (b) To waive all fees and any fines for the loss of school
9 property assessed by the district on children whose parents
10 are unable to afford them, including, but not limited to:

11 (1) children living in households that meet the free
12 lunch or breakfast eligibility guidelines established by
13 the federal government pursuant to Section 1758 of the
14 federal Richard B. Russell National School Lunch Act (42
15 U.S.C. 1758; 7 CFR 245 et seq.) and students whose parents
16 are veterans or active duty military personnel with income
17 at or below 200% of the federal poverty line, subject to
18 verification as set forth in subsection (c) of this
19 Section, and

20 (2) homeless children and youth as defined in Section
21 11434a of the federal McKinney-Vento Homeless Assistance
22 Act (42 U.S.C. 11434a).

23 Notice of waiver availability shall be given to parents or
24 guardians with every bill for fees or fines. The school board
25 shall adopt written policies and procedures for such waiver of
26 fees in accordance with regulations promulgated by the State

1 Board of Education.

2 (c) Any school board that participates in a federally
3 funded, school-based child nutrition program and uses a
4 student's application for, eligibility for, or participation
5 in the federally funded, school-based child nutrition program
6 (42 U.S.C. 1758; 7 CFR 245 et seq.) as the basis for waiving
7 fees assessed by the school district must follow the
8 verification requirements of the federally funded,
9 school-based child nutrition program (42 U.S.C. 1758; 7 CFR
10 245.6a).

11 A school board that establishes a process for the
12 determination of eligibility for waiver of fees assessed by
13 the school district that is completely independent of a
14 student's application for, eligibility for, or participation
15 in a federally funded, school-based child nutrition program
16 may provide for fee waiver verification no more often than
17 once per academic year. Information obtained during the
18 independent, fee waiver verification process indicating that
19 the student does not meet free lunch or breakfast eligibility
20 guidelines may be used to deny the waiver of the student's fees
21 or fines for the loss of school property, provided that any
22 information obtained through this independent process for
23 determining or verifying eligibility for fee waivers shall not
24 be used to determine or verify eligibility for any federally
25 funded, school-based child nutrition program. This subsection
26 shall not preclude children from obtaining waivers at any

1 point during the academic year.

2 (d) Regardless of whether a student has obtained a waiver
3 under this Section, a school board may not discriminate
4 against, punish, or penalize a student in any way because the
5 student's parents or guardians are unable to pay any required
6 fees or fines for the loss of school property. This
7 prohibition includes, but is not limited to, the lowering of
8 grades, exclusion from any curricular or extracurricular
9 program of the school district, or withholding student
10 records, grades, transcripts, or diplomas. Any person who
11 violates this subsection (d) is guilty of a petty offense.

12 (Source: P.A. 102-805, eff. 1-1-23; 102-1032, eff. 5-27-22;
13 103-154, eff. 6-30-23.)

14 (105 ILCS 5/10-20.14) (from Ch. 122, par. 10-20.14)

15 Sec. 10-20.14. Student discipline policies; parent-teacher
16 advisory committee.

17 (a) To establish and maintain a parent-teacher advisory
18 committee to develop with the school board or governing body
19 of a charter school policy guidelines on student discipline,
20 including school searches and bullying prevention as set forth
21 in Section 22-110 ~~27-23.7~~ of this Code. School authorities
22 shall furnish a copy of the policy to the parents or guardian
23 of each student within 15 days after the beginning of the
24 school year, or within 15 days after starting classes for a
25 student who transfers into the district during the school

1 year, and the school board or governing body of a charter
2 school shall require that a school inform its students of the
3 contents of the policy. School boards and the governing bodies
4 of charter schools, along with the parent-teacher advisory
5 committee, must annually review their student discipline
6 policies and the implementation of those policies and any
7 other factors related to the safety of their schools,
8 students, and school personnel.

9 (a-5) On or before September 15, 2016, each elementary and
10 secondary school and charter school shall, at a minimum, adopt
11 student discipline policies that fulfill the requirements set
12 forth in this Section, subsections (a) and (b) of Section
13 10-22.6 of this Code, Section 34-19 of this Code if
14 applicable, and federal and State laws that provide special
15 requirements for the discipline of students with disabilities.

16 (b) The parent-teacher advisory committee in cooperation
17 with local law enforcement agencies shall develop, with the
18 school board, policy guideline procedures to establish and
19 maintain a reciprocal reporting system between the school
20 district and local law enforcement agencies regarding criminal
21 offenses committed by students. School districts are
22 encouraged to create memoranda of understanding with local law
23 enforcement agencies that clearly define law enforcement's
24 role in schools, in accordance with Section 10-22.6 of this
25 Code. In consultation with stakeholders deemed appropriate by
26 the State Board of Education, the State Board of Education

1 shall draft and publish guidance for the development of
2 reciprocal reporting systems in accordance with this Section
3 on or before July 1, 2025.

4 (c) The parent-teacher advisory committee, in cooperation
5 with school bus personnel, shall develop, with the school
6 board, policy guideline procedures to establish and maintain
7 school bus safety procedures. These procedures shall be
8 incorporated into the district's student discipline policy. In
9 consultation with stakeholders deemed appropriate by the State
10 Board of Education, the State Board of Education shall draft
11 and publish guidance for school bus safety procedures in
12 accordance with this Section on or before July 1, 2025.

13 (d) As used in this subsection (d), "evidence-based
14 intervention" means intervention that has demonstrated a
15 statistically significant effect on improving student outcomes
16 as documented in peer-reviewed scholarly journals.

17 The school board, in consultation with the parent-teacher
18 advisory committee and other community-based organizations,
19 must include provisions in the student discipline policy to
20 address students who have demonstrated behaviors that put them
21 at risk for aggressive behavior, including without limitation
22 bullying, as defined in the policy. These provisions must
23 include procedures for notifying parents or legal guardians
24 and intervention procedures based upon available
25 community-based and district resources.

26 In consultation with behavioral health experts, the State

1 Board of Education shall draft and publish guidance for
2 evidence-based intervention procedures, including examples, in
3 accordance with this Section on or before July 1, 2025.

4 (Source: P.A. 103-896, eff. 8-9-24.)

5 (105 ILCS 5/10-20.19c) (from Ch. 122, par. 10-20.19c)

6 Sec. 10-20.19c. Recycled paper and paper products and
7 solid waste management.

8 (a) Definitions. As used in this Section, the following
9 terms shall have the meanings indicated, unless the context
10 otherwise requires:

11 "Deinked stock" means paper that has been processed to
12 remove inks, clays, coatings, binders and other contaminants.

13 "High grade printing and writing papers" includes offset
14 printing paper, duplicator paper, writing paper (stationery),
15 tablet paper, office paper, note pads, xerographic paper,
16 envelopes, form bond including computer paper and carbonless
17 forms, book papers, bond papers, ledger paper, book stock and
18 cotton fiber papers.

19 "Paper and paper products" means high grade printing and
20 writing papers, tissue products, newsprint, unbleached
21 packaging and recycled paperboard.

22 "Postconsumer material" means only those products
23 generated by a business or consumer which have served their
24 intended end uses, and which have been separated or diverted
25 from solid waste; wastes generated during the production of an

1 end product are excluded.

2 "Recovered paper material" means paper waste generated
3 after the completion of the papermaking process, such as
4 postconsumer materials, envelope cuttings, bindery trimmings,
5 printing waste, cutting and other converting waste, butt
6 rolls, and mill wrappers, obsolete inventories, and rejected
7 unused stock. "Recovered paper material", however, does not
8 include fibrous waste generated during the manufacturing
9 process such as fibers recovered from waste water or trimmings
10 of paper machine rolls (mill broke), or fibrous byproducts of
11 harvesting, extraction or woodcutting processes, or forest
12 residues such as bark.

13 "Recycled paperboard" includes paperboard products,
14 folding cartons and pad backings.

15 "Tissue products" includes toilet tissue, paper towels,
16 paper napkins, facial tissue, paper doilies, industrial
17 wipers, paper bags and brown papers. These products shall also
18 be unscented and shall not be colored.

19 "Unbleached packaging" includes corrugated and fiber
20 storage boxes.

21 (a-5) Each school district shall periodically review its
22 procurement procedures and specifications related to the
23 purchase of products and supplies. Those procedures and
24 specifications must be modified as necessary to require the
25 school district to seek out products and supplies that contain
26 recycled materials and to ensure that purchased products and

1 supplies are reusable, durable, or made from recycled
2 materials, if economically and practically feasible. In
3 selecting products and supplies that contain recycled
4 material, preference must be given to products and supplies
5 that contain the highest amount of recycled material and that
6 are consistent with the effective use of the product or
7 supply, if economically and practically feasible.

8 (b) Wherever economically and practically feasible, as
9 determined by the school board, the school board, all public
10 schools and attendance centers within a school district, and
11 their school supply stores shall procure recycled paper and
12 paper products as follows:

13 (1) Beginning July 1, 2008, at least 10% of the total
14 dollar value of paper and paper products purchased by
15 school boards, public schools and attendance centers, and
16 their school supply stores shall be recycled paper and
17 paper products.

18 (2) Beginning July 1, 2011, at least 25% of the total
19 dollar value of paper and paper products purchased by
20 school boards, public schools and attendance centers, and
21 their school supply stores shall be recycled paper and
22 paper products.

23 (3) Beginning July 1, 2014, at least 50% of the total
24 dollar value of paper and paper products purchased by
25 school boards, public schools and attendance centers, and
26 their school supply stores shall be recycled paper and

1 paper products.

2 (4) Beginning July 1, 2020, at least 75% of the total
3 dollar value of paper and paper products purchased by
4 school boards, public schools and attendance centers, and
5 their school supply stores shall be recycled paper and
6 paper products.

7 (5) (Blank). ~~Beginning upon the effective date of this~~
8 ~~amendatory Act of 1992, all paper purchased by the board~~
9 ~~of education, public schools and attendance centers for~~
10 ~~publication of student newspapers shall be recycled~~
11 ~~newsprint. The amount purchased shall not be included in~~
12 ~~calculating the amounts specified in paragraphs (1)~~
13 ~~through (4).~~

14 (c) Paper and paper products purchased from private sector
15 vendors pursuant to printing contracts are not considered
16 paper and paper products for the purposes of subsection (b),
17 unless purchased under contract for the printing of student
18 newspapers.

19 (d) (1) Wherever economically and practically feasible, the
20 recycled paper and paper products referred to in subsection
21 (b) shall contain postconsumer or recovered paper materials as
22 specified by paper category in this subsection:

23 (i) Recycled high grade printing and writing paper
24 shall contain at least 50% recovered paper material. Such
25 recovered paper material, until July 1, 2008, shall
26 consist of at least 20% deinked stock or postconsumer

1 material; and beginning July 1, 2008, shall consist of at
2 least 25% deinked stock or postconsumer material; and
3 beginning July 1, 2010, shall consist of at least 30%
4 deinked stock or postconsumer material; and beginning July
5 1, 2012, shall consist of at least 40% deinked stock or
6 postconsumer material; and beginning July 1, 2014, shall
7 consist of at least 50% deinked stock or postconsumer
8 material.

9 (ii) Recycled tissue products, until July 1, 1994,
10 shall contain at least 25% postconsumer material; and
11 beginning July 1, 1994, shall contain at least 30%
12 postconsumer material; and beginning July 1, 1996, shall
13 contain at least 35% postconsumer material; and beginning
14 July 1, 1998, shall contain at least 40% postconsumer
15 material; and beginning July 1, 2000, shall contain at
16 least 45% postconsumer material.

17 (iii) Recycled newsprint, until July 1, 1994, shall
18 contain at least 40% postconsumer material; and beginning
19 July 1, 1994, shall contain at least 50% postconsumer
20 material; and beginning July 1, 1996, shall contain at
21 least 60% postconsumer material; and beginning July 1,
22 1998, shall contain at least 70% postconsumer material;
23 and beginning July 1, 2000, shall contain at least 80%
24 postconsumer material.

25 (iv) Recycled unbleached packaging, until July 1,
26 1994, shall contain at least 35% postconsumer material;

1 and beginning July 1, 1994, shall contain at least 40%
2 postconsumer material; and beginning July 1, 1996, shall
3 contain at least 45% postconsumer material; and beginning
4 July 1, 1998, shall contain at least 50% postconsumer
5 material; and beginning July 1, 2000, shall contain at
6 least 55% postconsumer material.

7 (v) Recycled paperboard, until July 1, 1994, shall
8 contain at least 80% postconsumer material; and beginning
9 July 1, 1994, shall contain at least 85% postconsumer
10 material; and beginning July 1, 1996, shall contain at
11 least 90% postconsumer material; and beginning July 1,
12 1998, shall contain at least 95% postconsumer material.

13 (2) For the purposes of this Section, "postconsumer
14 material" includes:

15 (i) paper, paperboard, and fibrous waste from
16 retail stores, office buildings, homes and so forth,
17 after the waste has passed through its end usage as a
18 consumer item, including used corrugated boxes, old
19 newspapers, mixed waste paper, tabulating cards, and
20 used cordage; and

21 (ii) all paper, paperboard, and fibrous wastes
22 that are diverted or separated from the municipal
23 waste stream.

24 (3) For the purposes of this Section, "recovered paper
25 material" includes:

26 (i) postconsumer material;

1 (ii) dry paper and paperboard waste generated
2 after completion of the papermaking process (that is,
3 those manufacturing operations up to and including the
4 cutting and trimming of the paper machine reel into
5 smaller rolls or rough sheets), including envelope
6 cuttings, bindery trimmings, and other paper and
7 paperboard waste resulting from printing, cutting,
8 forming and other converting operations, or from bag,
9 box and carton manufacturing, and butt rolls, mill
10 wrappers, and rejected unused stock; and

11 (iii) finished paper and paperboard from obsolete
12 inventories of paper and paperboard manufacturers,
13 merchants, wholesalers, dealers, printers, converters
14 or others.

15 (e) Nothing in this Section shall be deemed to apply to art
16 materials, nor to any newspapers, magazines, text books,
17 library books or other copyrighted publications which are
18 purchased or used by any school board or any public school or
19 attendance center within a school district, or which are sold
20 in any school supply store operated by or within any such
21 school or attendance center, other than newspapers written,
22 edited or produced by students enrolled in the school
23 district, public school or attendance center.

24 (e-5) Each school district shall periodically review its
25 procedures on solid waste reduction regarding the management
26 of solid waste generated by academic, administrative, and

1 other institutional functions. Those waste reduction
2 procedures must be designed to, when economically and
3 practically feasible, recycle the school district's waste
4 stream, including without limitation landscape waste, computer
5 paper, and white office paper. School districts are encouraged
6 to have procedures that provide for the investigation of
7 potential markets for other recyclable materials that are
8 present in the school district's waste stream. The waste
9 reduction procedures must be designed to achieve, before July
10 1, 2020, at least a 50% reduction in the amount of solid waste
11 that is generated by the school district.

12 (f) The State Board of Education, in coordination with the
13 Department of Central Management Services, may adopt such
14 rules and regulations as it deems necessary to assist
15 districts in carrying out the provisions of this Section.

16 (Source: P.A. 102-444, eff. 8-20-21.)

17 (105 ILCS 5/10-22.39)

18 Sec. 10-22.39. In-service training programs.

19 (a) To conduct in-service training programs for teachers,
20 administrators, and school support personnel.

21 (b) In addition to other topics at in-service training
22 programs listed in this Section, teachers, administrators, and
23 school support personnel who work with pupils must be trained
24 in the following topics: health conditions of students;
25 social-emotional learning; developing cultural competency;

1 identifying warning signs of mental illness and suicidal
2 behavior in youth; domestic and sexual violence and the needs
3 of expectant and parenting youth; protections and
4 accommodations for students; educator ethics; responding to
5 child sexual abuse and grooming behavior; and effective
6 instruction in violence prevention and conflict resolution.
7 In-service training programs in these topics shall be credited
8 toward hours of professional development required for license
9 renewal as outlined in subsection (e) of Section 21B-45.

10 School support personnel may be exempt from in-service
11 training if the training is not relevant to the work they do.

12 Nurses and school nurses, as defined by Section 10-22.23,
13 are exempt from training required in subsection (b-5).

14 Beginning July 1, 2024, all teachers, administrators, and
15 school support personnel shall complete training as outlined
16 in Section 10-22.39 during an in-service training program
17 conducted by their school board or through other training
18 opportunities, including, but not limited to, institutes under
19 Section 3-11. Such training must be completed within 6 months
20 of employment by a school board and renewed at least once every
21 5 years, unless required more frequently by other State or
22 federal law or in accordance with this Section. If teachers,
23 administrators, or school support personnel obtain training
24 outside of an in-service training program or from a previous
25 public school district or nonpublic school employer, they may
26 present documentation showing current compliance with this

1 subsection to satisfy the requirement of receiving training
2 within 6 months of first being employed. Training may be
3 delivered through online, asynchronous means.

4 (b-5) Training regarding health conditions of students for
5 staff required by this Section shall include, but is not
6 limited to:

7 (1) (Blank).

8 (2) Anaphylactic reactions and management. Such
9 training shall be conducted by persons with expertise in
10 anaphylactic reactions and management.

11 (3) The management of asthma, the prevention of asthma
12 symptoms, and emergency response in the school setting.

13 (4) The basics of seizure recognition and first aid
14 and appropriate emergency protocols. Such training must be
15 fully consistent with the best practice guidelines issued
16 by the Centers for Disease Control and Prevention.

17 (5) The basics of diabetes care, how to identify when
18 a student with diabetes needs immediate or emergency
19 medical attention, and whom to contact in the case of an
20 emergency.

21 (6) Current best practices regarding the
22 identification and treatment of attention deficit
23 hyperactivity disorder.

24 (7) Instruction on how to respond to an incident
25 involving life-threatening bleeding and, if applicable,
26 how to use a school's trauma kit. Beginning with the

1 2024-2025 school year, training on life-threatening
2 bleeding must be completed within 6 months of the employee
3 first being employed by a school board and renewed within
4 2 years. Beginning with the 2027-2028 school year, the
5 training must be completed within 6 months of the employee
6 first being employed by a school board and renewed at
7 least once every 5 years thereafter. School district
8 employees who are trained to respond to trauma pursuant to
9 this subsection (b-5) shall be immune from civil liability
10 in the use of a trauma kit unless the action constitutes
11 willful or wanton misconduct.

12 In consultation with professional organizations with
13 expertise in student health issues, including, but not limited
14 to, asthma management, anaphylactic reactions, seizure
15 recognition, and diabetes care, the State Board of Education
16 shall make available resource materials for educating school
17 personnel about student health conditions and emergency
18 response in the school setting.

19 A school board may satisfy the life-threatening bleeding
20 training under this subsection by using the training,
21 including online training, available from the American College
22 of Surgeons or any other similar organization.

23 (b-10) The training regarding social-emotional learning
24 for staff required by this Section may include, at a minimum,
25 providing education to all school personnel about the content
26 of the Illinois Social and Emotional Learning Standards, how

1 those standards apply to everyday school interactions, and
2 examples of how social emotional learning can be integrated
3 into instructional practices across all grades and subjects.

4 (b-15) The training regarding developing cultural
5 competency for staff required by this Section shall include,
6 but is not limited to, understanding and reducing implicit
7 bias, including implicit racial bias. As used in this
8 subsection, "implicit racial bias" has the meaning set forth
9 in Section 10-20.61.

10 (b-20) The training regarding identifying warning signs of
11 mental illness, trauma, and suicidal behavior in youth for
12 staff required by this Section shall include, but is not
13 limited to, appropriate intervention and referral techniques,
14 including resources and guidelines as outlined in Section
15 2-3.166, and must include the definitions of trauma,
16 trauma-responsive learning environments, and whole child set
17 forth in subsection (b) of Section 3-11 of this Code.

18 Illinois Mental Health First Aid training, established
19 under the Illinois Mental Health First Aid Training Act, may
20 satisfy the requirements of this subsection.

21 If teachers, administrators, or school support personnel
22 obtain mental health first aid training outside of an
23 in-service training program, they may present a certificate of
24 successful completion of the training to the school district
25 to satisfy the requirements of this subsection. Training
26 regarding the implementation of trauma-informed practices

1 under subsection (b) of Section 3-11 satisfies the
2 requirements of this subsection.

3 (b-25) As used in this subsection:

4 "Domestic violence" means abuse by a family or household
5 member, as "abuse" and "family or household members" are
6 defined in Section 103 of the Illinois Domestic Violence Act
7 of 1986.

8 "Sexual violence" means sexual assault, abuse, or stalking
9 of an adult or minor child proscribed in the Criminal Code of
10 1961 or in Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50,
11 11-1.60, 12-7.3, 12-7.4, 12-7.5, 12-12, 12-13, 12-14, 12-14.1,
12 12-15, and 12-16 of the Criminal Code of 2012, including
13 sexual violence committed by perpetrators who are strangers to
14 the victim and sexual violence committed by perpetrators who
15 are known or related by blood or marriage to the victim.

16 The training regarding domestic and sexual violence and
17 the needs of expectant and parenting youth for staff required
18 by this Section must be conducted by persons with expertise in
19 domestic and sexual violence and the needs of expectant and
20 parenting youth, and shall include, but is not limited to:

21 (1) communicating with and listening to youth victims
22 of domestic or sexual violence and expectant and parenting
23 youth;

24 (2) connecting youth victims of domestic or sexual
25 violence and expectant and parenting youth to appropriate
26 in-school services and other agencies, programs, and

1 services as needed;

2 (3) implementing the school district's policies,
3 procedures, and protocols with regard to such youth,
4 including confidentiality; at a minimum, school personnel
5 must be trained to understand, provide information and
6 referrals, and address issues pertaining to youth who are
7 parents, expectant parents, or victims of domestic or
8 sexual violence; and

9 (4) procedures for responding to incidents of teen
10 dating violence that take place at the school, on school
11 grounds, at school-sponsored activities, or in vehicles
12 used for school-provided transportation as outlined in
13 Section 27-240 of this Code ~~3.10 of the Critical Health~~
14 ~~Problems and Comprehensive Health Education Act.~~

15 (b-30) The training regarding protections and
16 accommodations for students shall include, but is not limited
17 to, instruction on the federal Americans with Disabilities
18 Act, as it pertains to the school environment, and
19 homelessness. Beginning with the 2024-2025 school year,
20 training on homelessness must be completed within 6 months of
21 an employee first being employed by a school board and renewed
22 within 2 years. Beginning with the 2027-2028 school year, the
23 training must be completed within 6 months of the employee
24 first being employed by a school board and renewed at least
25 once every 5 years thereafter. Training on homelessness shall
26 include the following:

1 (1) the definition of homeless children and youths
2 under 42 U.S.C. 11434a;

3 (2) the signs of homelessness and housing insecurity;

4 (3) the rights of students experiencing homelessness
5 under State and federal law;

6 (4) the steps to take when a homeless or
7 housing-insecure student is identified; and

8 (5) the appropriate referral techniques, including the
9 name and contact number of the school or school district
10 homeless liaison.

11 School boards may work with a community-based organization
12 that specializes in working with homeless children and youth
13 to develop and provide the training.

14 (b-35) The training regarding educator ethics and
15 responding to child sexual abuse and grooming behavior shall
16 include, but is not limited to, teacher-student conduct,
17 school employee-student conduct, and evidence-informed
18 training on preventing, recognizing, reporting, and responding
19 to child sexual abuse and grooming as outlined in Section
20 10-23.13.

21 (b-40) The training regarding effective instruction in
22 violence prevention and conflict resolution required by this
23 Section shall be conducted in accordance with the requirements
24 of Section 27-115 of this Code ~~27-23.4~~.

25 (b-45) Beginning July 1, 2024, all nonpublic elementary
26 and secondary school teachers, administrators, and school

1 support personnel shall complete the training set forth in
2 subsection (b-5). Training must be completed within 6 months
3 of first being employed by a nonpublic school and renewed at
4 least once every 5 years, unless required more frequently by
5 other State or federal law. If nonpublic teachers,
6 administrators, or school support personnel obtain training
7 from a public school district or nonpublic school employer,
8 the teacher, administrator, or school support personnel may
9 present documentation to the nonpublic school showing current
10 compliance with this subsection to satisfy the requirement of
11 receiving training within 6 months of first being employed.

12 (c) (Blank).

13 (d) (Blank).

14 (e) (Blank).

15 (f) (Blank).

16 (g) (Blank).

17 (h) At least once every 2 years, a school board shall
18 conduct in-service training on homelessness for all school
19 personnel. The training shall include:

20 (1) the definition of homeless children and youth
21 under Section 11434a of Title 42 of the United States
22 Code;

23 (2) the signs of homelessness and housing insecurity;

24 (3) the rights of students experiencing homelessness
25 under State and federal law;

26 (4) the steps to take when a homeless or

1 housing-insecure student is identified; and

2 (5) the appropriate referral techniques, including the
3 name and contact number of the school or school district
4 homeless liaison.

5 A school board may work with a community-based
6 organization that specializes in working with homeless
7 children and youth to develop and provide the training.

8 (Source: P.A. 102-197, eff. 7-30-21; 102-638, eff. 1-1-23;
9 102-813, eff. 5-13-22; 103-41, eff. 8-20-24; 103-128, eff.
10 6-30-23; 103-413, eff. 1-1-24; 103-542, eff. 7-1-24 (see
11 Section 905 of P.A. 103-563 for effective date of P.A.
12 103-542); 103-603, eff. 1-1-25; 103-605, eff. 7-1-24.)

13 (105 ILCS 5/10-30)

14 Sec. 10-30. Remote and blended remote learning. This
15 Section applies if the Governor has declared a disaster due to
16 a public health emergency pursuant to Section 7 of the
17 Illinois Emergency Management Agency Act.

18 (1) If the Governor has declared a disaster due to a
19 public health emergency pursuant to Section 7 of the
20 Illinois Emergency Management Agency Act, the State
21 Superintendent of Education may declare a requirement to
22 use remote learning days or blended remote learning days
23 for a school district, multiple school districts, a
24 region, or the entire State. During remote learning days,
25 schools shall conduct instruction remotely. During blended

1 remote learning days, schools may utilize hybrid models of
2 in-person and remote instruction. Once declared, remote
3 learning days or blended remote learning days shall be
4 implemented in grades pre-kindergarten through 12 as days
5 of attendance and shall be deemed pupil attendance days
6 for calculation of the length of a school term under
7 Section 10-19.

8 (2) For purposes of this Section, a remote learning
9 day or blended remote learning day may be met through a
10 district's implementation of an e-learning program under
11 Section 10-20.56.

12 (3) For any district that does not implement an
13 e-learning program under Section 10-20.56, the district
14 shall adopt a remote and blended remote learning day plan
15 approved by the district superintendent. Each district may
16 utilize remote and blended remote learning planning days,
17 consecutively or in separate increments, to develop,
18 review, or amend its remote and blended remote learning
19 day plan or provide professional development to staff
20 regarding remote education. Up to 5 remote and blended
21 remote learning planning days may be deemed pupil
22 attendance days for calculation of the length of a school
23 term under Section 10-19.

24 (4) Each remote and blended remote learning day plan
25 shall address the following:

26 (i) accessibility of the remote instruction to all

1 students enrolled in the district;

2 (ii) if applicable, a requirement that the remote
3 learning day and blended remote learning day
4 activities reflect State learning standards;

5 (iii) a means for students to confer with an
6 educator, as necessary;

7 (iv) the unique needs of students in special
8 populations, including, but not limited to, students
9 eligible for special education under Article 14,
10 students who are English learners as defined in
11 Section 14C-2, and students experiencing homelessness
12 under the Education for Homeless Children Act, or
13 vulnerable student populations;

14 (v) how the district will take attendance and
15 monitor and verify each student's remote
16 participation; and

17 (vi) transitions from remote learning to on-site
18 learning upon the State Superintendent's declaration
19 that remote learning days or blended remote learning
20 days are no longer deemed necessary.

21 (5) The district superintendent shall periodically
22 review and amend the district's remote and blended remote
23 learning day plan, as needed, to ensure the plan meets the
24 needs of all students.

25 (6) Each remote and blended remote learning day plan
26 shall be posted on the district's Internet website where

1 other policies, rules, and standards of conduct are posted
2 and shall be provided to students and faculty.

3 (7) This Section does not create any additional
4 employee bargaining rights and does not remove any
5 employee bargaining rights.

6 (8) Statutory and regulatory curricular mandates and
7 offerings may be administered via a district's remote and
8 blended remote learning day plan, except that a district
9 may not offer individual behind-the-wheel instruction
10 required by Section 27-815 of this Code ~~27-24.2~~ via a
11 district's remote and blended remote learning day plan.
12 This Section does not relieve schools and districts from
13 completing all statutory and regulatory curricular
14 mandates and offerings.

15 (Source: P.A. 101-643, eff. 6-18-20.)

16 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

17 Sec. 14-8.03. Transition services.

18 (a) For purposes of this Section:

19 "Independent living skills" may include, without
20 limitation, personal hygiene, health care, fitness, food
21 preparation and nutrition, home management and safety,
22 dressing and clothing care, financial management and wellness,
23 self-esteem, self-advocacy, self-determination, community
24 living, housing options, public safety, leisure and
25 recreation, and transportation.

1 "Transition services" means a coordinated set of
2 activities for a child with a disability that (i) is designed
3 to be within a results-oriented process that is focused on
4 improving the academic and functional achievement of the child
5 with a disability to facilitate the child's movement from
6 school to post-school activities, including post-secondary
7 education, which may include for-credit courses, career and
8 technical education, and non-credit courses and instruction,
9 vocational education, integrated employment (including
10 supported employment), continuing and adult education, adult
11 services, independent living, or community participation; (ii)
12 is based on the individual child's needs, taking into account
13 the child's strengths, preferences, and interests; and (iii)
14 includes instruction, related services, community experiences,
15 the development of employment and other post-school adult
16 living objectives, and, if appropriate, acquisition of daily
17 living skills, benefits counseling and planning, work
18 incentives education, and the provision of a functional
19 vocational evaluation. Transition services for a child with a
20 disability may be special education, if provided as specially
21 designed instruction, or a related service if required to
22 assist a child with a disability to benefit from special
23 education.

24 (a-5) Beginning no later than the first individualized
25 education plan (IEP) in effect when the student turns age 15 ~~14~~
26 1/2 (or younger if determined appropriate by the IEP Team) and

1 updated annually thereafter, the IEP must include (i)
2 measurable post-secondary goals based upon age-appropriate
3 transition assessments and other information available
4 regarding the student that are related to training, education,
5 employment, and independent living skills and (ii) the
6 transition services needed to assist the student in reaching
7 those goals, including courses of study.

8 As a component of transition planning, the school district
9 shall provide the student and the parent or guardian of the
10 student with information about the school district's career
11 and technical education (CTE) opportunities and postsecondary
12 CTE opportunities. The CTE information shall include a list of
13 programming options, the scope and sequence of study for
14 pursuing those options, and the locations of those options. A
15 student in high school with an IEP may enroll in the school
16 district's CTE program at any time if participation in a CTE
17 program is consistent with the student's transition goals.

18 The student and the parent or guardian of the student
19 shall be provided with information about dual credit courses
20 offered by the school district. The information shall include
21 courses offered by the school district for dual credit under
22 Section 16 of the Dual Credit Quality Act and courses in which
23 the student may enroll for high school credit only under
24 Section 16.5 of the Dual Credit Quality Act. The information
25 shall include the criteria for entry into any dual credit
26 course in which the student or the parent or guardian of the

1 student indicates interest. If the student is enrolled in a
2 dual credit course for dual credit or for high school credit
3 only, the student's participation in the course shall be
4 included as part of the student's transition IEP activities.

5 The student's transition plan shall include consideration
6 of the student's assistive technology needs, such as assistive
7 technology evaluations, devices, and services, related to the
8 student's transition goals for employment, education or
9 training, and independent living, both while the student is
10 participating in transition-related activities and in
11 post-school activities. The student's transition plan shall
12 also include consideration of the availability and
13 accessibility of appropriate assistive technology devices and
14 services for the student once in the post-school environment.

15 (b) Transition planning must be conducted as part of the
16 IEP process and must be governed by the procedures applicable
17 to the development, review, and revision of the IEP, including
18 notices to the parents and student, parent and student
19 participation, and annual review. To appropriately assess and
20 develop IEP transition goals and transition services for a
21 child with a disability, additional participants may be
22 necessary and may be invited by the school district, parent,
23 or student to participate in the transition planning process.
24 Additional participants may include without limitation a
25 representative from the Department of Human Services or
26 another State agency, a case coordinator, or persons

1 representing other public or community agencies or services,
2 such as adult service providers, disability services
3 coordinators of public community colleges, and a CTE
4 coordinator. The IEP shall identify each person responsible
5 for coordinating and delivering transition services. If the
6 IEP team determines that the student requires transition
7 services from a public or private entity outside of the school
8 district, the IEP team shall identify potential outside
9 resources, assign one or more IEP team members to contact the
10 appropriate outside entities, make the necessary referrals,
11 provide any information and documents necessary to complete
12 the referral, follow up with the entity to ensure that the
13 student has been successfully linked to the entity, and
14 monitor the student's progress to determine if the student's
15 IEP transition goals and benchmarks are being met. The
16 student's IEP shall indicate one or more specific time periods
17 during the school year when the IEP team shall review the
18 services provided by the outside entity and the student's
19 progress in such activities. The public school's
20 responsibility for delivering educational services does not
21 extend beyond the time the student leaves school or when the
22 student's eligibility ends due to age under this Article.

23 (c) A school district shall submit annually a summary of
24 each eligible student's IEP transition goals and transition
25 services resulting from the IEP Team meeting to the
26 appropriate local Transition Planning Committee. If students

1 with disabilities who are ineligible for special education
2 services request transition services, local public school
3 districts shall assist those students by identifying
4 post-secondary school goals, delivering appropriate education
5 services, and coordinating with other agencies and services
6 for assistance.

7 (Source: P.A. 102-516, eff. 8-20-21; 103-181, eff. 6-30-23;
8 103-854, eff. 8-9-24.)

9 (105 ILCS 5/21B-107) (was 105 ILCS 5/27-9)

10 Sec. 21B-107. ~~27-9.~~ Training teachers to teach physical
11 education. The curriculum in all elementary educator
12 preparation programs approved by the State Educator
13 Preparation and Licensure Board shall contain instruction in
14 methods and materials of physical education and training for
15 teachers. No teacher candidate shall be graduated from such an
16 educator preparation program who has not successfully
17 completed instruction in methods and materials in the teaching
18 of physical education and training, whether by way of a
19 specific course or as incorporated in existing courses taught
20 in the educator preparation program.

21 (Source: P.A. 99-58, eff. 7-16-15.)

22 (105 ILCS 5/22-62 new)

23 Sec. 22-62. School Code Mandate Reduction Council.

24 (a) The School Code Mandate Reduction Council is created

1 to evaluate and assess mandates in the School Code for the
2 purposes of modifying, combining, or eliminating mandates that
3 are outdated, duplicative, unnecessarily burdensome, or no
4 longer necessary to providing an efficient system of
5 high-quality public educational institutions and services. The
6 Council may choose to focus on specific areas of mandates or
7 specific articles and sections of the School Code as the
8 Council sees fit for the purposes of mandate reduction.

9 (b) Members of the Council shall include all of the
10 following:

11 (1) Two members appointed by the President of the
12 Senate.

13 (2) Two members appointed by the Minority Leader of
14 the Senate.

15 (3) Two members appointed by the Speaker of the House
16 of Representatives.

17 (4) Two members appointed by the Minority Leader of
18 the House of Representatives.

19 (5) Two representatives of 2 different statewide
20 professional teachers' organization appointed by the State
21 Superintendent of Education.

22 (6) One representative of a statewide organization
23 representing school principals appointed by the State
24 Superintendent of Education.

25 (7) One representative of a statewide organization
26 representing school boards appointed by the State

1 Superintendent of Education.

2 (8) One representative of a statewide organization
3 representing regional superintendents of schools appointed
4 by the State Superintendent of Education.

5 (9) One representative of a statewide organization
6 representing school administrators appointed by the State
7 Superintendent of Education.

8 (10) One representative of a statewide organization
9 representing school business officials appointed by the
10 State Superintendent of Education.

11 (11) One representative of a statewide organization
12 representing administrators for special education
13 appointed by the State Superintendent of Education.

14 (12) One representative of a statewide organization
15 representing school districts in the southern suburbs of
16 the City of Chicago appointed by the State Superintendent
17 of Education.

18 (13) One representative of a statewide organization
19 representing school districts in the collar counties of
20 the City of Chicago appointed by the State Superintendent
21 of Education.

22 (14) One representative of an organization
23 representing large unit school districts appointed by the
24 State Superintendent of Education.

25 (15) One representative of the State Board of
26 Education appointed by the State Superintendent of

1 Education.

2 Members of the Council shall serve without compensation.

3 (c) The State Board of Education shall provide
4 administrative assistance and necessary staff support
5 services.

6 (d) The State Superintendent of Education shall convene
7 the Council for an initial meeting and shall select one member
8 as chairperson at that initial meeting. The Council shall meet
9 no less than 4 times between July 1, 2025 and December 1, 2025.

10 (e) No later than October 1, 2026, the Council shall file a
11 report with the General Assembly. The report shall include all
12 of the following:

13 (1) A list of mandates recommended to be eliminated
14 from the School Code. The report shall include references
15 to each appropriate statute that contains the mandates
16 recommended to be eliminated.

17 (2) A list of mandates to be modified or combined with
18 other mandates in the School Code and how these mandates
19 should be modified or combined. The report shall include
20 references to each appropriate statute that contains the
21 mandates recommended to be modified or combined with other
22 mandates.

23 (f) In any year after 2026, the State Superintendent of
24 Education may convene the Council if the State Superintendent
25 of Education deems appropriate. Any organization that had
26 representation on the Council in the most recent year the

1 Council met may request that the State Superintendent of
2 Education once again convene the Council. To convene the
3 Council, the State Superintendent of Education shall send
4 notice to the General Assembly and all organizations listed in
5 subsection (b) of this Section. The notice must reference this
6 Section and state the date that representatives of each
7 participating organization shall be chosen and the date for
8 the initial meeting of the Council for that year. The State
9 Superintendent of Education shall convene the Council for an
10 initial meeting and shall select one member as chairperson at
11 that initial meeting. If the State Superintendent of Education
12 convenes the Council in any given year, then the Council must
13 issue a report to the General Assembly consistent with the
14 requirements of subsection (e) of this Section by October 1
15 after the Council's last meeting.

16 (105 ILCS 5/22-80)

17 Sec. 22-80. Student athletes; concussions and head
18 injuries.

19 (a) The General Assembly recognizes all of the following:

20 (1) Concussions are one of the most commonly reported
21 injuries in children and adolescents who participate in
22 sports and recreational activities. The Centers for
23 Disease Control and Prevention estimates that as many as
24 3,900,000 sports-related and recreation-related
25 concussions occur in the United States each year. A

1 concussion is caused by a blow or motion to the head or
2 body that causes the brain to move rapidly inside the
3 skull. The risk of catastrophic injuries or death is
4 significant when a concussion or head injury is not
5 properly evaluated and managed.

6 (2) Concussions are a type of brain injury that can
7 range from mild to severe and can disrupt the way the brain
8 normally works. Concussions can occur in any organized or
9 unorganized sport or recreational activity and can result
10 from a fall or from players colliding with each other, the
11 ground, or with obstacles. Concussions occur with or
12 without loss of consciousness, but the vast majority of
13 concussions occur without loss of consciousness.

14 (3) Continuing to play with a concussion or symptoms
15 of a head injury leaves a young athlete especially
16 vulnerable to greater injury and even death. The General
17 Assembly recognizes that, despite having generally
18 recognized return-to-play standards for concussions and
19 head injuries, some affected youth athletes are
20 prematurely returned to play, resulting in actual or
21 potential physical injury or death to youth athletes in
22 this State.

23 (4) Student athletes who have sustained a concussion
24 may need informal or formal accommodations, modifications
25 of curriculum, and monitoring by medical or academic staff
26 until the student is fully recovered. To that end, all

1 schools are encouraged to establish a return-to-learn
2 protocol that is based on peer-reviewed scientific
3 evidence consistent with Centers for Disease Control and
4 Prevention guidelines and conduct baseline testing for
5 student athletes.

6 (b) In this Section:

7 "Athletic trainer" means an athletic trainer licensed
8 under the Illinois Athletic Trainers Practice Act who is
9 working under the supervision of a physician.

10 "Coach" means any volunteer or employee of a school who is
11 responsible for organizing and supervising students to teach
12 them or train them in the fundamental skills of an
13 interscholastic athletic activity. "Coach" refers to both head
14 coaches and assistant coaches.

15 "Concussion" means a complex pathophysiological process
16 affecting the brain caused by a traumatic physical force or
17 impact to the head or body, which may include temporary or
18 prolonged altered brain function resulting in physical,
19 cognitive, or emotional symptoms or altered sleep patterns and
20 which may or may not involve a loss of consciousness.

21 "Department" means the Department of Financial and
22 Professional Regulation.

23 "Game official" means a person who officiates at an
24 interscholastic athletic activity, such as a referee or
25 umpire, including, but not limited to, persons enrolled as
26 game officials by the Illinois High School Association or

1 Illinois Elementary School Association.

2 "Interscholastic athletic activity" means any organized
3 school-sponsored or school-sanctioned activity for students,
4 generally outside of school instructional hours, under the
5 direction of a coach, athletic director, or band leader,
6 including, but not limited to, baseball, basketball,
7 cheerleading, cross country track, fencing, field hockey,
8 football, golf, gymnastics, ice hockey, lacrosse, marching
9 band, rugby, soccer, skating, softball, swimming and diving,
10 tennis, track (indoor and outdoor), ultimate Frisbee,
11 volleyball, water polo, and wrestling. All interscholastic
12 athletics are deemed to be interscholastic activities.

13 "Licensed healthcare professional" means a person who has
14 experience with concussion management and who is a nurse, a
15 psychologist who holds a license under the Clinical
16 Psychologist Licensing Act and specializes in the practice of
17 neuropsychology, a physical therapist licensed under the
18 Illinois Physical Therapy Act, an occupational therapist
19 licensed under the Illinois Occupational Therapy Practice Act,
20 a physician assistant, or an athletic trainer.

21 "Nurse" means a person who is employed by or volunteers at
22 a school and is licensed under the Nurse Practice Act as a
23 registered nurse, practical nurse, or advanced practice
24 registered nurse.

25 "Physician" means a physician licensed to practice
26 medicine in all of its branches under the Medical Practice Act

1 of 1987.

2 "Physician assistant" means a physician assistant licensed
3 under the Physician Assistant Practice Act of 1987.

4 "School" means any public or private elementary or
5 secondary school, including a charter school.

6 "Student" means an adolescent or child enrolled in a
7 school.

8 (c) This Section applies to any interscholastic athletic
9 activity, including practice and competition, sponsored or
10 sanctioned by a school, the Illinois Elementary School
11 Association, or the Illinois High School Association. This
12 Section applies beginning with the 2016-2017 school year.

13 (d) The governing body of each public or charter school
14 and the appropriate administrative officer of a private school
15 with students enrolled who participate in an interscholastic
16 athletic activity shall appoint or approve a concussion
17 oversight team. Each concussion oversight team shall establish
18 a return-to-play protocol, based on peer-reviewed scientific
19 evidence consistent with Centers for Disease Control and
20 Prevention guidelines, for a student's return to
21 interscholastic athletics practice or competition following a
22 force or impact believed to have caused a concussion. Each
23 concussion oversight team shall also establish a
24 return-to-learn protocol, based on peer-reviewed scientific
25 evidence consistent with Centers for Disease Control and
26 Prevention guidelines, for a student's return to the classroom

1 after that student is believed to have experienced a
2 concussion, whether or not the concussion took place while the
3 student was participating in an interscholastic athletic
4 activity.

5 Each concussion oversight team must include to the extent
6 practicable at least one physician. If a school employs an
7 athletic trainer, the athletic trainer must be a member of the
8 school concussion oversight team to the extent practicable. If
9 a school employs a nurse, the nurse must be a member of the
10 school concussion oversight team to the extent practicable. At
11 a minimum, a school shall appoint a person who is responsible
12 for implementing and complying with the return-to-play and
13 return-to-learn protocols adopted by the concussion oversight
14 team. At a minimum, a concussion oversight team may be
15 composed of only one person and this person need not be a
16 licensed healthcare professional, but it may not be a coach. A
17 school may appoint other licensed healthcare professionals to
18 serve on the concussion oversight team.

19 (e) A student may not participate in an interscholastic
20 athletic activity for a school year until the student and the
21 student's parent or guardian or another person with legal
22 authority to make medical decisions for the student have
23 signed a form for that school year that acknowledges receiving
24 and reading written information that explains concussion
25 prevention, symptoms, treatment, and oversight and that
26 includes guidelines for safely resuming participation in an

1 athletic activity following a concussion. The form must be
2 approved by the Illinois High School Association.

3 (f) A student must be removed from an interscholastic
4 athletics practice or competition immediately if one of the
5 following persons believes the student might have sustained a
6 concussion during the practice or competition:

7 (1) a coach;

8 (2) a physician;

9 (3) a game official;

10 (4) an athletic trainer;

11 (5) the student's parent or guardian or another person
12 with legal authority to make medical decisions for the
13 student;

14 (6) the student; or

15 (7) any other person deemed appropriate under the
16 school's return-to-play protocol.

17 (g) A student removed from an interscholastic athletics
18 practice or competition under this Section may not be
19 permitted to practice or compete again following the force or
20 impact believed to have caused the concussion until:

21 (1) the student has been evaluated, using established
22 medical protocols based on peer-reviewed scientific
23 evidence consistent with Centers for Disease Control and
24 Prevention guidelines, by a treating physician (chosen by
25 the student or the student's parent or guardian or another
26 person with legal authority to make medical decisions for

1 the student), an athletic trainer, an advanced practice
2 registered nurse, or a physician assistant;

3 (2) the student has successfully completed each
4 requirement of the return-to-play protocol established
5 under this Section necessary for the student to return to
6 play;

7 (3) the student has successfully completed each
8 requirement of the return-to-learn protocol established
9 under this Section necessary for the student to return to
10 learn;

11 (4) the treating physician, the athletic trainer, or
12 the physician assistant has provided a written statement
13 indicating that, in the physician's professional judgment,
14 it is safe for the student to return to play and return to
15 learn or the treating advanced practice registered nurse
16 has provided a written statement indicating that it is
17 safe for the student to return to play and return to learn;
18 and

19 (5) the student and the student's parent or guardian
20 or another person with legal authority to make medical
21 decisions for the student:

22 (A) have acknowledged that the student has
23 completed the requirements of the return-to-play and
24 return-to-learn protocols necessary for the student to
25 return to play;

26 (B) have provided the treating physician's,

1 athletic trainer's, advanced practice registered
2 nurse's, or physician assistant's written statement
3 under subdivision (4) of this subsection (g) to the
4 person responsible for compliance with the
5 return-to-play and return-to-learn protocols under
6 this subsection (g) and the person who has supervisory
7 responsibilities under this subsection (g); and

8 (C) have signed a consent form indicating that the
9 person signing:

10 (i) has been informed concerning and consents
11 to the student participating in returning to play
12 in accordance with the return-to-play and
13 return-to-learn protocols;

14 (ii) understands the risks associated with the
15 student returning to play and returning to learn
16 and will comply with any ongoing requirements in
17 the return-to-play and return-to-learn protocols;
18 and

19 (iii) consents to the disclosure to
20 appropriate persons, consistent with the federal
21 Health Insurance Portability and Accountability
22 Act of 1996 (Public Law 104-191), of the treating
23 physician's, athletic trainer's, physician
24 assistant's, or advanced practice registered
25 nurse's written statement under subdivision (4) of
26 this subsection (g) and, if any, the

1 return-to-play and return-to-learn
2 recommendations of the treating physician, the
3 athletic trainer, the physician assistant, or the
4 advanced practice registered nurse, as the case
5 may be.

6 A coach of an interscholastic athletics team may not
7 authorize a student's return to play or return to learn.

8 The district superintendent or the superintendent's
9 designee in the case of a public elementary or secondary
10 school, the chief school administrator or that person's
11 designee in the case of a charter school, or the appropriate
12 administrative officer or that person's designee in the case
13 of a private school shall supervise an athletic trainer or
14 other person responsible for compliance with the
15 return-to-play protocol and shall supervise the person
16 responsible for compliance with the return-to-learn protocol.
17 The person who has supervisory responsibilities under this
18 paragraph may not be a coach of an interscholastic athletics
19 team.

20 (h) (1) The Illinois High School Association shall approve,
21 for coaches, game officials, and non-licensed healthcare
22 professionals, training courses that provide ~~for not less than~~
23 ~~2 hours of~~ training in the subject matter of concussions,
24 including evaluation, prevention, symptoms, risks, and
25 long-term effects. The Association shall maintain an updated
26 list of individuals and organizations authorized by the

1 Association to provide the training.

2 (2) The following persons must take a training course in
3 accordance with paragraph (4) of this subsection (h) from an
4 authorized training provider at least once every 2 years:

5 (A) a coach of an interscholastic athletic activity;

6 (B) a nurse, licensed healthcare professional, or
7 non-licensed healthcare professional who serves as a
8 member of a concussion oversight team either on a
9 volunteer basis or in his or her capacity as an employee,
10 representative, or agent of a school; and

11 (C) a game official of an interscholastic athletic
12 activity.

13 (3) A physician who serves as a member of a concussion
14 oversight team shall, to the greatest extent practicable,
15 periodically take an appropriate continuing medical education
16 course in the subject matter of concussions.

17 (4) For purposes of paragraph (2) of this subsection (h):

18 (A) a coach, game official, or non-licensed healthcare
19 professional, as the case may be, must take a course
20 described in paragraph (1) of this subsection (h);

21 (B) an athletic trainer must take a concussion-related
22 continuing education course from an athletic trainer
23 continuing education sponsor approved by the Department;

24 (C) a nurse must take a concussion-related continuing
25 education course from a nurse continuing education sponsor
26 approved by the Department;

1 (D) a physical therapist must take a
2 concussion-related continuing education course from a
3 physical therapist continuing education sponsor approved
4 by the Department;

5 (E) a psychologist must take a concussion-related
6 continuing education course from a psychologist continuing
7 education sponsor approved by the Department;

8 (F) an occupational therapist must take a
9 concussion-related continuing education course from an
10 occupational therapist continuing education sponsor
11 approved by the Department; and

12 (G) a physician assistant must take a
13 concussion-related continuing education course from a
14 physician assistant continuing education sponsor approved
15 by the Department.

16 (5) Each person described in paragraph (2) of this
17 subsection (h) must submit proof of timely completion of an
18 approved course in compliance with paragraph (4) of this
19 subsection (h) to the district superintendent or the
20 superintendent's designee in the case of a public elementary
21 or secondary school, the chief school administrator or that
22 person's designee in the case of a charter school, or the
23 appropriate administrative officer or that person's designee
24 in the case of a private school.

25 (6) A physician, licensed healthcare professional, or
26 non-licensed healthcare professional who is not in compliance

1 with the training requirements under this subsection (h) may
2 not serve on a concussion oversight team in any capacity.

3 (7) A person required under this subsection (h) to take a
4 training course in the subject of concussions must complete
5 the training prior to serving on a concussion oversight team
6 in any capacity.

7 (i) The governing body of each public or charter school
8 and the appropriate administrative officer of a private school
9 with students enrolled who participate in an interscholastic
10 athletic activity shall develop a school-specific emergency
11 action plan for interscholastic athletic activities to address
12 the serious injuries and acute medical conditions in which the
13 condition of the student may deteriorate rapidly. The plan
14 shall include a delineation of roles, methods of
15 communication, available emergency equipment, and access to
16 and a plan for emergency transport. This emergency action plan
17 must be:

18 (1) in writing;

19 (2) reviewed by the concussion oversight team;

20 (3) approved by the district superintendent or the
21 superintendent's designee in the case of a public
22 elementary or secondary school, the chief school
23 administrator or that person's designee in the case of a
24 charter school, or the appropriate administrative officer
25 or that person's designee in the case of a private school;

26 (4) distributed to all appropriate personnel;

1 (5) posted conspicuously at all venues utilized by the
2 school; and

3 (6) reviewed annually by all athletic trainers, first
4 responders (including, but not limited to, emergency
5 medical dispatchers), coaches, school nurses, athletic
6 directors, and volunteers for interscholastic athletic
7 activities.

8 (j) The State Board of Education shall adopt rules as
9 necessary to administer this Section, including, but not
10 limited to, rules governing the informal or formal
11 accommodation of a student who may have sustained a concussion
12 during an interscholastic athletic activity.

13 (Source: P.A. 101-81, eff. 7-12-19; 102-1006, eff. 1-1-23.)

14 (105 ILCS 5/22-83)

15 Sec. 22-83. Police training academy job training program.

16 (a) In a county of 175,000 or more inhabitants, any school
17 district with a high school may establish one or more
18 partnerships with a local police department, county sheriff,
19 or police training academy to establish a jobs training
20 program for high school students. The school district shall
21 establish its partnership or partnerships on behalf of all of
22 the high schools in the district; no high school shall
23 establish a partnership for this purpose separate from the
24 school district's partnership under this Section. ~~The jobs~~
25 ~~training program shall be open to all students, regardless of~~

1 ~~prior academic history.~~ However, to encourage and maintain
2 successful program participation and partnerships, the school
3 districts and their partner agencies may impose specific
4 program requirements.

5 (b) (Blank). ~~The State Board of Education shall track~~
6 ~~participation and the success of students participating in the~~
7 ~~jobs training program established under this Section and~~
8 ~~annually publish a report on its website examining the program~~
9 ~~and its success.~~

10 (Source: P.A. 100-331, eff. 1-1-18.)

11 (105 ILCS 5/22-105) (was 105 ILCS 5/27-8.1)

12 Sec. 22-105. ~~27-8.1.~~ Health examinations and
13 immunizations.

14 (1) In compliance with rules and regulations which the
15 Department of Public Health shall promulgate, and except as
16 hereinafter provided, all children in Illinois shall have a
17 health examination as follows: within one year prior to
18 entering kindergarten or the first grade of any public,
19 private, or parochial elementary school; upon entering the
20 sixth and ninth grades of any public, private, or parochial
21 school; prior to entrance into any public, private, or
22 parochial nursery school; and, irrespective of grade,
23 immediately prior to or upon entrance into any public,
24 private, or parochial school or nursery school, each child
25 shall present proof of having been examined in accordance with

1 this Section and the rules and regulations promulgated
2 hereunder. Any child who received a health examination within
3 one year prior to entering the fifth grade for the 2007-2008
4 school year is not required to receive an additional health
5 examination in order to comply with the provisions of Public
6 Act 95-422 when he or she attends school for the 2008-2009
7 school year, unless the child is attending school for the
8 first time as provided in this paragraph.

9 A tuberculosis skin test screening shall be included as a
10 required part of each health examination included under this
11 Section if the child resides in an area designated by the
12 Department of Public Health as having a high incidence of
13 tuberculosis. Additional health examinations of pupils,
14 including eye examinations, may be required when deemed
15 necessary by school authorities. Parents are encouraged to
16 have their children undergo eye examinations at the same
17 points in time required for health examinations.

18 (1.5) In compliance with rules adopted by the Department
19 of Public Health and except as otherwise provided in this
20 Section, all children in kindergarten and the second, sixth,
21 and ninth grades of any public, private, or parochial school
22 shall have a dental examination. Each of these children shall
23 present proof of having been examined by a dentist in
24 accordance with this Section and rules adopted under this
25 Section before May 15th of the school year. If a child in the
26 second, sixth, or ninth grade fails to present proof by May

1 15th, the school may hold the child's report card until one of
2 the following occurs: (i) the child presents proof of a
3 completed dental examination or (ii) the child presents proof
4 that a dental examination will take place within 60 days after
5 May 15th. A school may not withhold a child's report card
6 during a school year in which the Governor has declared a
7 disaster due to a public health emergency pursuant to Section
8 7 of the Illinois Emergency Management Agency Act. The
9 Department of Public Health shall establish, by rule, a waiver
10 for children who show an undue burden or a lack of access to a
11 dentist. Each public, private, and parochial school must give
12 notice of this dental examination requirement to the parents
13 and guardians of students at least 60 days before May 15th of
14 each school year.

15 (1.10) Except as otherwise provided in this Section, all
16 children enrolling in kindergarten in a public, private, or
17 parochial school on or after January 1, 2008 (the effective
18 date of Public Act 95-671) and any student enrolling for the
19 first time in a public, private, or parochial school on or
20 after January 1, 2008 (the effective date of Public Act
21 95-671) shall have an eye examination. Each of these children
22 shall present proof of having been examined by a physician
23 licensed to practice medicine in all of its branches or a
24 licensed optometrist within the previous year, in accordance
25 with this Section and rules adopted under this Section, before
26 October 15th of the school year. If the child fails to present

1 proof by October 15th, the school may hold the child's report
2 card until one of the following occurs: (i) the child presents
3 proof of a completed eye examination or (ii) the child
4 presents proof that an eye examination will take place within
5 60 days after October 15th. A school may not withhold a child's
6 report card during a school year in which the Governor has
7 declared a disaster due to a public health emergency pursuant
8 to Section 7 of the Illinois Emergency Management Agency Act.
9 The Department of Public Health shall establish, by rule, a
10 waiver for children who show an undue burden or a lack of
11 access to a physician licensed to practice medicine in all of
12 its branches who provides eye examinations or to a licensed
13 optometrist. Each public, private, and parochial school must
14 give notice of this eye examination requirement to the parents
15 and guardians of students in compliance with rules of the
16 Department of Public Health. Nothing in this Section shall be
17 construed to allow a school to exclude a child from attending
18 because of a parent's or guardian's failure to obtain an eye
19 examination for the child.

20 (2) The Department of Public Health shall promulgate rules
21 and regulations specifying the examinations and procedures
22 that constitute a health examination, which shall include an
23 age-appropriate developmental screening, an age-appropriate
24 social and emotional screening, and the collection of data
25 relating to asthma and obesity (including at a minimum, date
26 of birth, gender, height, weight, blood pressure, and date of

1 exam), and a dental examination and may recommend by rule that
2 certain additional examinations be performed. The rules and
3 regulations of the Department of Public Health shall specify
4 that a tuberculosis skin test screening shall be included as a
5 required part of each health examination included under this
6 Section if the child resides in an area designated by the
7 Department of Public Health as having a high incidence of
8 tuberculosis. With respect to the developmental screening and
9 the social and emotional screening, the Department of Public
10 Health must, no later than January 1, 2019, develop rules and
11 appropriate revisions to the Child Health Examination form in
12 conjunction with a statewide organization representing school
13 boards; a statewide organization representing pediatricians;
14 statewide organizations representing individuals holding
15 Illinois educator licenses with school support personnel
16 endorsements, including school social workers, school
17 psychologists, and school nurses; a statewide organization
18 representing children's mental health experts; a statewide
19 organization representing school principals; the Director of
20 Healthcare and Family Services or his or her designee, the
21 State Superintendent of Education or his or her designee; and
22 representatives of other appropriate State agencies and, at a
23 minimum, must recommend the use of validated screening tools
24 appropriate to the child's age or grade, and, with regard to
25 the social and emotional screening, require recording only
26 whether or not the screening was completed. The rules shall

1 take into consideration the screening recommendations of the
2 American Academy of Pediatrics and must be consistent with the
3 State Board of Education's social and emotional learning
4 standards. The Department of Public Health shall specify that
5 a diabetes screening as defined by rule shall be included as a
6 required part of each health examination. Diabetes testing is
7 not required.

8 Physicians licensed to practice medicine in all of its
9 branches, licensed advanced practice registered nurses, or
10 licensed physician assistants shall be responsible for the
11 performance of the health examinations, other than dental
12 examinations, eye examinations, and vision and hearing
13 screening, and shall sign all report forms required by
14 subsection (4) of this Section that pertain to those portions
15 of the health examination for which the physician, advanced
16 practice registered nurse, or physician assistant is
17 responsible. If a registered nurse performs any part of a
18 health examination, then a physician licensed to practice
19 medicine in all of its branches must review and sign all
20 required report forms. Licensed dentists shall perform all
21 dental examinations and shall sign all report forms required
22 by subsection (4) of this Section that pertain to the dental
23 examinations. Physicians licensed to practice medicine in all
24 its branches or licensed optometrists shall perform all eye
25 examinations required by this Section and shall sign all
26 report forms required by subsection (4) of this Section that

1 pertain to the eye examination. For purposes of this Section,
2 an eye examination shall at a minimum include history, visual
3 acuity, subjective refraction to best visual acuity near and
4 far, internal and external examination, and a glaucoma
5 evaluation, as well as any other tests or observations that in
6 the professional judgment of the doctor are necessary. Vision
7 and hearing screening tests, which shall not be considered
8 examinations as that term is used in this Section, shall be
9 conducted in accordance with rules and regulations of the
10 Department of Public Health, and by individuals whom the
11 Department of Public Health has certified. In these rules and
12 regulations, the Department of Public Health shall require
13 that individuals conducting vision screening tests give a
14 child's parent or guardian written notification, before the
15 vision screening is conducted, that states, "Vision screening
16 is not a substitute for a complete eye and vision evaluation by
17 an eye doctor. Your child is not required to undergo this
18 vision screening if an optometrist or ophthalmologist has
19 completed and signed a report form indicating that an
20 examination has been administered within the previous 12
21 months."

22 (2.5) With respect to the developmental screening and the
23 social and emotional screening portion of the health
24 examination, each child may present proof of having been
25 screened in accordance with this Section and the rules adopted
26 under this Section before October 15th of the school year.

1 With regard to the social and emotional screening only, the
2 examining health care provider shall only record whether or
3 not the screening was completed. If the child fails to present
4 proof of the developmental screening or the social and
5 emotional screening portions of the health examination by
6 October 15th of the school year, qualified school support
7 personnel may, with a parent's or guardian's consent, offer
8 the developmental screening or the social and emotional
9 screening to the child. Each public, private, and parochial
10 school must give notice of the developmental screening and
11 social and emotional screening requirements to the parents and
12 guardians of students in compliance with the rules of the
13 Department of Public Health. Nothing in this Section shall be
14 construed to allow a school to exclude a child from attending
15 because of a parent's or guardian's failure to obtain a
16 developmental screening or a social and emotional screening
17 for the child. Once a developmental screening or a social and
18 emotional screening is completed and proof has been presented
19 to the school, the school may, with a parent's or guardian's
20 consent, make available appropriate school personnel to work
21 with the parent or guardian, the child, and the provider who
22 signed the screening form to obtain any appropriate
23 evaluations and services as indicated on the form and in other
24 information and documentation provided by the parents,
25 guardians, or provider.

26 (3) Every child shall, at or about the same time as he or

1 she receives a health examination required by subsection (1)
2 of this Section, present to the local school proof of having
3 received such immunizations against preventable communicable
4 diseases as the Department of Public Health shall require by
5 rules and regulations promulgated pursuant to this Section and
6 the Communicable Disease Prevention Act.

7 (4) The individuals conducting the health examination,
8 dental examination, or eye examination shall record the fact
9 of having conducted the examination, and such additional
10 information as required, including for a health examination
11 data relating to asthma and obesity (including at a minimum,
12 date of birth, gender, height, weight, blood pressure, and
13 date of exam), on uniform forms which the Department of Public
14 Health and the State Board of Education shall prescribe for
15 statewide use. The examiner shall summarize on the report form
16 any condition that he or she suspects indicates a need for
17 special services, including for a health examination factors
18 relating to asthma or obesity. The duty to summarize on the
19 report form does not apply to social and emotional screenings.
20 The confidentiality of the information and records relating to
21 the developmental screening and the social and emotional
22 screening shall be determined by the statutes, rules, and
23 professional ethics governing the type of provider conducting
24 the screening. The individuals confirming the administration
25 of required immunizations shall record as indicated on the
26 form that the immunizations were administered.

1 (5) If a child does not submit proof of having had either
2 the health examination or the immunization as required, then
3 the child shall be examined or receive the immunization, as
4 the case may be, and present proof by October 15 of the current
5 school year, or by an earlier date of the current school year
6 established by a school district. To establish a date before
7 October 15 of the current school year for the health
8 examination or immunization as required, a school district
9 must give notice of the requirements of this Section 60 days
10 prior to the earlier established date. If for medical reasons
11 one or more of the required immunizations must be given after
12 October 15 of the current school year, or after an earlier
13 established date of the current school year, then the child
14 shall present, by October 15, or by the earlier established
15 date, a schedule for the administration of the immunizations
16 and a statement of the medical reasons causing the delay, both
17 the schedule and the statement being issued by the physician,
18 advanced practice registered nurse, physician assistant,
19 registered nurse, or local health department that will be
20 responsible for administration of the remaining required
21 immunizations. If a child does not comply by October 15, or by
22 the earlier established date of the current school year, with
23 the requirements of this subsection, then the local school
24 authority shall exclude that child from school until such time
25 as the child presents proof of having had the health
26 examination as required and presents proof of having received

1 those required immunizations which are medically possible to
2 receive immediately. During a child's exclusion from school
3 for noncompliance with this subsection, the child's parents or
4 legal guardian shall be considered in violation of Section
5 26-1 and subject to any penalty imposed by Section 26-10. This
6 subsection (5) does not apply to dental examinations, eye
7 examinations, and the developmental screening and the social
8 and emotional screening portions of the health examination. If
9 the student is an out-of-state transfer student and does not
10 have the proof required under this subsection (5) before
11 October 15 of the current year or whatever date is set by the
12 school district, then he or she may only attend classes (i) if
13 he or she has proof that an appointment for the required
14 vaccinations has been scheduled with a party authorized to
15 submit proof of the required vaccinations. If the proof of
16 vaccination required under this subsection (5) is not
17 submitted within 30 days after the student is permitted to
18 attend classes, then the student is not to be permitted to
19 attend classes until proof of the vaccinations has been
20 properly submitted. No school district or employee of a school
21 district shall be held liable for any injury or illness to
22 another person that results from admitting an out-of-state
23 transfer student to class that has an appointment scheduled
24 pursuant to this subsection (5).

25 (6) Every school shall report to the State Board of
26 Education by November 15, in the manner which that agency

1 shall require, the number of children who have received the
2 necessary immunizations and the health examination (other than
3 a dental examination or eye examination) as required,
4 indicating, of those who have not received the immunizations
5 and examination as required, the number of children who are
6 exempt from health examination and immunization requirements
7 on religious or medical grounds as provided in subsection (8).
8 On or before December 1 of each year, every public school
9 district and registered nonpublic school shall make publicly
10 available the immunization data they are required to submit to
11 the State Board of Education by November 15. The immunization
12 data made publicly available must be identical to the data the
13 school district or school has reported to the State Board of
14 Education.

15 Every school shall report to the State Board of Education
16 by June 30, in the manner that the State Board requires, the
17 number of children who have received the required dental
18 examination, indicating, of those who have not received the
19 required dental examination, the number of children who are
20 exempt from the dental examination on religious grounds as
21 provided in subsection (8) of this Section and the number of
22 children who have received a waiver under subsection (1.5) of
23 this Section.

24 Every school shall report to the State Board of Education
25 by June 30, in the manner that the State Board requires, the
26 number of children who have received the required eye

1 examination, indicating, of those who have not received the
2 required eye examination, the number of children who are
3 exempt from the eye examination as provided in subsection (8)
4 of this Section, the number of children who have received a
5 waiver under subsection (1.10) of this Section, and the total
6 number of children in noncompliance with the eye examination
7 requirement.

8 The reported information under this subsection (6) shall
9 be provided to the Department of Public Health by the State
10 Board of Education.

11 (7) Upon determining that the number of pupils who are
12 required to be in compliance with subsection (5) of this
13 Section is below 90% of the number of pupils enrolled in the
14 school district, 10% of each State aid payment made pursuant
15 to Section 18-8.05 or 18-8.15 to the school district for such
16 year may be withheld by the State Board of Education until the
17 number of students in compliance with subsection (5) is the
18 applicable specified percentage or higher.

19 (8) Children of parents or legal guardians who object to
20 health, dental, or eye examinations or any part thereof, to
21 immunizations, or to vision and hearing screening tests on
22 religious grounds shall not be required to undergo the
23 examinations, tests, or immunizations to which they so object
24 if such parents or legal guardians present to the appropriate
25 local school authority a signed Certificate of Religious
26 Exemption detailing the grounds for objection and the specific

1 immunizations, tests, or examinations to which they object.
2 The grounds for objection must set forth the specific
3 religious belief that conflicts with the examination, test,
4 immunization, or other medical intervention. The signed
5 certificate shall also reflect the parent's or legal
6 guardian's understanding of the school's exclusion policies in
7 the case of a vaccine-preventable disease outbreak or
8 exposure. The certificate must also be signed by the
9 authorized examining health care provider responsible for the
10 performance of the child's health examination confirming that
11 the provider provided education to the parent or legal
12 guardian on the benefits of immunization and the health risks
13 to the student and to the community of the communicable
14 diseases for which immunization is required in this State.
15 However, the health care provider's signature on the
16 certificate reflects only that education was provided and does
17 not allow a health care provider grounds to determine a
18 religious exemption. Those receiving immunizations required
19 under this Code shall be provided with the relevant vaccine
20 information statements that are required to be disseminated by
21 the federal National Childhood Vaccine Injury Act of 1986,
22 which may contain information on circumstances when a vaccine
23 should not be administered, prior to administering a vaccine.
24 A healthcare provider may consider including without
25 limitation the nationally accepted recommendations from
26 federal agencies such as the Advisory Committee on

1 Immunization Practices, the information outlined in the
2 relevant vaccine information statement, and vaccine package
3 inserts, along with the healthcare provider's clinical
4 judgment, to determine whether any child may be more
5 susceptible to experiencing an adverse vaccine reaction than
6 the general population, and, if so, the healthcare provider
7 may exempt the child from an immunization or adopt an
8 individualized immunization schedule. The Certificate of
9 Religious Exemption shall be created by the Department of
10 Public Health and shall be made available and used by parents
11 and legal guardians by the beginning of the 2015-2016 school
12 year. Parents or legal guardians must submit the Certificate
13 of Religious Exemption to their local school authority prior
14 to entering kindergarten, sixth grade, and ninth grade for
15 each child for which they are requesting an exemption. The
16 religious objection stated need not be directed by the tenets
17 of an established religious organization. However, general
18 philosophical or moral reluctance to allow physical
19 examinations, eye examinations, immunizations, vision and
20 hearing screenings, or dental examinations does not provide a
21 sufficient basis for an exception to statutory requirements.
22 The local school authority is responsible for determining if
23 the content of the Certificate of Religious Exemption
24 constitutes a valid religious objection. The local school
25 authority shall inform the parent or legal guardian of
26 exclusion procedures, in accordance with the Department's

1 rules under Part 690 of Title 77 of the Illinois
2 Administrative Code, at the time the objection is presented.

3 If the physical condition of the child is such that any one
4 or more of the immunizing agents should not be administered,
5 the examining physician, advanced practice registered nurse,
6 or physician assistant responsible for the performance of the
7 health examination shall endorse that fact upon the health
8 examination form.

9 Exempting a child from the health, dental, or eye
10 examination does not exempt the child from participation in
11 the program of physical education training provided in
12 Sections 27-705, 27-710, and 27-725 ~~27-5 through 27-7~~ of this
13 Code.

14 (8.5) The school board of a school district shall include
15 informational materials regarding influenza and influenza
16 vaccinations developed, provided, or approved by the
17 Department of Public Health under Section 2310-700 of the
18 Department of Public Health Powers and Duties Law of the Civil
19 Administrative Code of Illinois when the board provides
20 information on immunizations, infectious diseases,
21 medications, or other school health issues to the parents or
22 guardians of students.

23 (9) For the purposes of this Section, "nursery schools"
24 means those nursery schools operated by elementary school
25 systems or secondary level school units or institutions of
26 higher learning.

1 (Source: P.A. 103-985, eff. 1-1-25.)

2 (105 ILCS 5/22-110) (was 105 ILCS 5/27-23.7)

3 Sec. 22-110. ~~27-23.7.~~ Bullying prevention.

4 (a) The General Assembly finds that a safe and civil
5 school environment is necessary for students to learn and
6 achieve and that bullying causes physical, psychological, and
7 emotional harm to students and interferes with students'
8 ability to learn and participate in school activities. The
9 General Assembly further finds that bullying has been linked
10 to other forms of antisocial behavior, such as vandalism,
11 shoplifting, skipping and dropping out of school, fighting,
12 using drugs and alcohol, sexual harassment, and sexual
13 violence. Because of the negative outcomes associated with
14 bullying in schools, the General Assembly finds that school
15 districts, charter schools, and non-public, non-sectarian
16 elementary and secondary schools should educate students,
17 parents, and school district, charter school, or non-public,
18 non-sectarian elementary or secondary school personnel about
19 what behaviors constitute prohibited bullying.

20 Bullying on the basis of actual or perceived race, color,
21 religion, sex, national origin, ancestry, physical appearance,
22 socioeconomic status, academic status, pregnancy, parenting
23 status, homelessness, age, marital status, physical or mental
24 disability, military status, sexual orientation,
25 gender-related identity or expression, unfavorable discharge

1 from military service, association with a person or group with
2 one or more of the aforementioned actual or perceived
3 characteristics, or any other distinguishing characteristic is
4 prohibited in all school districts, charter schools, and
5 non-public, non-sectarian elementary and secondary schools. No
6 student shall be subjected to bullying:

7 (1) during any school-sponsored education program or
8 activity;

9 (2) while in school, on school property, on school
10 buses or other school vehicles, at designated school bus
11 stops waiting for the school bus, or at school-sponsored
12 or school-sanctioned events or activities;

13 (3) through the transmission of information from a
14 school computer, a school computer network, or other
15 similar electronic school equipment; or

16 (4) through the transmission of information from a
17 computer that is accessed at a nonschool-related location,
18 activity, function, or program or from the use of
19 technology or an electronic device that is not owned,
20 leased, or used by a school district or school if the
21 bullying causes a substantial disruption to the
22 educational process or orderly operation of a school. This
23 item (4) applies only in cases in which a school
24 administrator or teacher receives a report that bullying
25 through this means has occurred and does not require a
26 district or school to staff or monitor any

1 nonschool-related activity, function, or program.

2 (a-5) Nothing in this Section is intended to infringe upon
3 any right to exercise free expression or the free exercise of
4 religion or religiously based views protected under the First
5 Amendment to the United States Constitution or under Section 3
6 of Article I of the Illinois Constitution.

7 (b) In this Section:

8 "Bullying" includes "cyber-bullying" and means any severe
9 or pervasive physical or verbal act or conduct, including
10 communications made in writing or electronically, directed
11 toward a student or students that has or can be reasonably
12 predicted to have the effect of one or more of the following:

13 (1) placing the student or students in reasonable fear
14 of harm to the student's or students' person or property;

15 (2) causing a substantially detrimental effect on the
16 student's or students' physical or mental health;

17 (3) substantially interfering with the student's or
18 students' academic performance; or

19 (4) substantially interfering with the student's or
20 students' ability to participate in or benefit from the
21 services, activities, or privileges provided by a school.

22 Bullying, as defined in this subsection (b), may take
23 various forms, including without limitation one or more of the
24 following: harassment, threats, intimidation, stalking,
25 physical violence, sexual harassment, sexual violence, theft,
26 public humiliation, destruction of property, or retaliation

1 for asserting or alleging an act of bullying. This list is
2 meant to be illustrative and non-exhaustive.

3 "Cyber-bullying" means bullying through the use of
4 technology or any electronic communication, including without
5 limitation any transfer of signs, signals, writing, images,
6 sounds, data, or intelligence of any nature transmitted in
7 whole or in part by a wire, radio, electromagnetic system,
8 photoelectronic system, or photooptical system, including
9 without limitation electronic mail, Internet communications,
10 instant messages, or facsimile communications.

11 "Cyber-bullying" includes the creation of a webpage or weblog
12 in which the creator assumes the identity of another person or
13 the knowing impersonation of another person as the author of
14 posted content or messages if the creation or impersonation
15 creates any of the effects enumerated in the definition of
16 bullying in this Section. "Cyber-bullying" also includes the
17 distribution by electronic means of a communication to more
18 than one person or the posting of material on an electronic
19 medium that may be accessed by one or more persons if the
20 distribution or posting creates any of the effects enumerated
21 in the definition of bullying in this Section.

22 "Policy on bullying" means a bullying prevention policy
23 that meets the following criteria:

24 (1) Includes the bullying definition provided in this
25 Section.

26 (2) Includes a statement that bullying is contrary to

1 State law and the policy of the school district, charter
2 school, or non-public, non-sectarian elementary or
3 secondary school and is consistent with subsection (a-5)
4 of this Section.

5 (3) Includes procedures for promptly reporting
6 bullying, including, but not limited to, identifying and
7 providing the school e-mail address (if applicable) and
8 school telephone number for the staff person or persons
9 responsible for receiving such reports and a procedure for
10 anonymous reporting; however, this shall not be construed
11 to permit formal disciplinary action solely on the basis
12 of an anonymous report.

13 (4) Consistent with federal and State laws and rules
14 governing student privacy rights, includes procedures for
15 informing parents or guardians of all students involved in
16 the alleged incident of bullying within 24 hours after the
17 school's administration is made aware of the students'
18 involvement in the incident and discussing, as
19 appropriate, the availability of social work services,
20 counseling, school psychological services, other
21 interventions, and restorative measures. The school shall
22 make diligent efforts to notify a parent or legal
23 guardian, utilizing all contact information the school has
24 available or that can be reasonably obtained by the school
25 within the 24-hour period.

26 (5) Contains procedures for promptly investigating and

1 addressing reports of bullying, including the following:

2 (A) Making all reasonable efforts to complete the
3 investigation within 10 school days after the date the
4 report of the incident of bullying was received and
5 taking into consideration additional relevant
6 information received during the course of the
7 investigation about the reported incident of bullying.

8 (B) Involving appropriate school support personnel
9 and other staff persons with knowledge, experience,
10 and training on bullying prevention, as deemed
11 appropriate, in the investigation process.

12 (C) Notifying the principal or school
13 administrator or his or her designee of the report of
14 the incident of bullying as soon as possible after the
15 report is received.

16 (D) Consistent with federal and State laws and
17 rules governing student privacy rights, providing
18 parents and guardians of the students who are parties
19 to the investigation information about the
20 investigation and an opportunity to meet with the
21 principal or school administrator or his or her
22 designee to discuss the investigation, the findings of
23 the investigation, and the actions taken to address
24 the reported incident of bullying.

25 (6) Includes the interventions that can be taken to
26 address bullying, which may include, but are not limited

1 to, school social work services, restorative measures,
2 social-emotional skill building, counseling, school
3 psychological services, and community-based services.

4 (7) Includes a statement prohibiting reprisal or
5 retaliation against any person who reports an act of
6 bullying and the consequences and appropriate remedial
7 actions for a person who engages in reprisal or
8 retaliation.

9 (8) Includes consequences and appropriate remedial
10 actions for a person found to have falsely accused another
11 of bullying as a means of retaliation or as a means of
12 bullying.

13 (9) Is based on the engagement of a range of school
14 stakeholders, including students and parents or guardians.

15 (10) Is posted on the school district's, charter
16 school's, or non-public, non-sectarian elementary or
17 secondary school's existing, publicly accessible Internet
18 website, is included in the student handbook, and, where
19 applicable, posted where other policies, rules, and
20 standards of conduct are currently posted in the school
21 and provided periodically throughout the school year to
22 students and faculty, and is distributed annually to
23 parents, guardians, students, and school personnel,
24 including new employees when hired.

25 (11) As part of the process of reviewing and
26 re-evaluating the policy under subsection (d) of this

1 Section, contains a policy evaluation process to assess
2 the outcomes and effectiveness of the policy that
3 includes, but is not limited to, factors such as the
4 frequency of victimization; student, staff, and family
5 observations of safety at a school; identification of
6 areas of a school where bullying occurs; the types of
7 bullying utilized; and bystander intervention or
8 participation. The school district, charter school, or
9 non-public, non-sectarian elementary or secondary school
10 may use relevant data and information it already collects
11 for other purposes in the policy evaluation. The
12 information developed as a result of the policy evaluation
13 must be made available on the Internet website of the
14 school district, charter school, or non-public,
15 non-sectarian elementary or secondary school. If an
16 Internet website is not available, the information must be
17 provided to school administrators, school board members,
18 school personnel, parents, guardians, and students.

19 (12) Is consistent with the policies of the school
20 board, charter school, or non-public, non-sectarian
21 elementary or secondary school.

22 (13) Requires all individual instances of bullying, as
23 well as all threats, suggestions, or instances of
24 self-harm determined to be the result of bullying, to be
25 reported to the parents or legal guardians of those
26 involved under the guidelines provided in paragraph (4) of

1 this definition.

2 "Restorative measures" means a continuum of school-based
3 alternatives to exclusionary discipline, such as suspensions
4 and expulsions, that: (i) are adapted to the particular needs
5 of the school and community, (ii) contribute to maintaining
6 school safety, (iii) protect the integrity of a positive and
7 productive learning climate, (iv) teach students the personal
8 and interpersonal skills they will need to be successful in
9 school and society, (v) serve to build and restore
10 relationships among students, families, schools, and
11 communities, (vi) reduce the likelihood of future disruption
12 by balancing accountability with an understanding of students'
13 behavioral health needs in order to keep students in school,
14 and (vii) increase student accountability if the incident of
15 bullying is based on religion, race, ethnicity, or any other
16 category that is identified in the Illinois Human Rights Act.

17 "School personnel" means persons employed by, on contract
18 with, or who volunteer in a school district, charter school,
19 or non-public, non-sectarian elementary or secondary school,
20 including without limitation school and school district
21 administrators, teachers, school social workers, school
22 counselors, school psychologists, school nurses, cafeteria
23 workers, custodians, bus drivers, school resource officers,
24 and security guards.

25 (c) (Blank).

26 (d) Each school district, charter school, and non-public,

1 non-sectarian elementary or secondary school shall create,
2 maintain, and implement a policy on bullying, which policy
3 must be filed with the State Board of Education. The policy on
4 bullying shall be based on the State Board of Education's
5 template for a model bullying prevention policy under
6 subsection (h) and shall include the criteria set forth in the
7 definition of "policy on bullying". The policy or implementing
8 procedure shall include a process to investigate whether a
9 reported act of bullying is within the permissible scope of
10 the district's or school's jurisdiction and shall require that
11 the district or school provide the victim with information
12 regarding services that are available within the district and
13 community, such as counseling, support services, and other
14 programs. School personnel available for help with a bully or
15 to make a report about bullying shall be made known to parents
16 or legal guardians, students, and school personnel. Every 2
17 years, each school district, charter school, and non-public,
18 non-sectarian elementary or secondary school shall conduct a
19 review and re-evaluation of its policy and make any necessary
20 and appropriate revisions. No later than September 30 of the
21 subject year, the policy must be filed with the State Board of
22 Education after being updated. The State Board of Education
23 shall monitor and provide technical support for the
24 implementation of policies created under this subsection (d).
25 In monitoring the implementation of the policies, the State
26 Board of Education shall review each filed policy on bullying

1 to ensure all policies meet the requirements set forth in this
2 Section, including ensuring that each policy meets the 12
3 criterion identified within the definition of "policy on
4 bullying" set forth in this Section.

5 If a school district, charter school, or non-public,
6 non-sectarian elementary or secondary school fails to file a
7 policy on bullying by September 30 of the subject year, the
8 State Board of Education shall provide a written request for
9 filing to the school district, charter school, or non-public,
10 non-sectarian elementary or secondary school. If a school
11 district, charter school, or non-public, non-sectarian
12 elementary or secondary school fails to file a policy on
13 bullying within 14 days of receipt of the aforementioned
14 written request, the State Board of Education shall publish
15 notice of the non-compliance on the State Board of Education's
16 website.

17 Each school district, charter school, and non-public,
18 non-sectarian elementary or secondary school may provide
19 evidence-based professional development and youth programming
20 on bullying prevention that is consistent with the provisions
21 of this Section.

22 (e) This Section shall not be interpreted to prevent a
23 victim from seeking redress under any other available civil or
24 criminal law.

25 (f) School districts, charter schools, and non-public,
26 non-sectarian elementary and secondary schools shall collect,

1 maintain, and submit to the State Board of Education
2 non-identifiable data regarding verified allegations of
3 bullying within the school district, charter school, or
4 non-public, non-sectarian elementary or secondary school.
5 School districts, charter schools, and non-public,
6 non-sectarian elementary and secondary schools must submit
7 such data in an annual report due to the State Board of
8 Education no later than August 15 of each year starting with
9 the 2024-2025 school year through the 2030-2031 school year.
10 The State Board of Education shall adopt rules for the
11 submission of data that includes, but is not limited to: (i) a
12 record of each verified allegation of bullying and action
13 taken; and (ii) whether the instance of bullying was based on
14 actual or perceived characteristics identified in subsection
15 (a) and, if so, lists the relevant characteristics. The rules
16 for the submission of data shall be consistent with federal
17 and State laws and rules governing student privacy rights,
18 including, but not limited to, the federal Family Educational
19 Rights and Privacy Act of 1974 and the Illinois School Student
20 Records Act, which shall include, without limitation, a record
21 of each complaint and action taken. The State Board of
22 Education shall adopt rules regarding the notification of
23 school districts, charter schools, and non-public,
24 non-sectarian elementary and secondary schools that fail to
25 comply with the requirements of this subsection.

26 (g) Upon the request of a parent or legal guardian of a

1 child enrolled in a school district, charter school, or
2 non-public, non-sectarian elementary or secondary school
3 within this State, the State Board of Education must provide
4 non-identifiable data on the number of bullying allegations
5 and incidents in a given year in the school district, charter
6 school, or non-public, non-sectarian elementary or secondary
7 school to the requesting parent or legal guardian. The State
8 Board of Education shall adopt rules regarding (i) the
9 handling of such data, (ii) maintaining the privacy of the
10 students and families involved, and (iii) best practices for
11 sharing numerical data with parents and legal guardians.

12 (h) By January 1, 2024, the State Board of Education shall
13 post on its Internet website a template for a model bullying
14 prevention policy.

15 (i) The Illinois Bullying and Cyberbullying Prevention
16 Fund is created as a special fund in the State treasury. Any
17 moneys appropriated to the Fund may be used, subject to
18 appropriation, by the State Board of Education for the
19 purposes of subsection (j).

20 (j) Subject to appropriation, the State Superintendent of
21 Education may provide a grant to a school district, charter
22 school, or non-public, non-sectarian elementary or secondary
23 school to support its anti-bullying programming. Grants may be
24 awarded from the Illinois Bullying and Cyberbullying
25 Prevention Fund. School districts, charter schools, and
26 non-public, non-sectarian elementary or secondary schools that

1 are not in compliance with subsection (f) are not eligible to
2 receive a grant from the Illinois Bullying and Cyberbullying
3 Prevention Fund.

4 (Source: P.A. 102-197, eff. 7-30-21; 102-241, eff. 8-3-21;
5 102-813, eff. 5-13-22; 102-894, eff. 5-20-22; 103-47, eff.
6 6-9-23.)

7 (105 ILCS 5/22-115 new) (was 105 ILCS 110/3 in part)

8 Sec. 22-115. Emergency procedures and life-saving
9 techniques. No later than 30 days after the first day of each
10 school year, the school board of each public elementary and
11 secondary school in the State shall provide all teachers,
12 administrators, and other school personnel, as determined by
13 school officials, with information regarding emergency
14 procedures and life-saving techniques, including, without
15 limitation, the Heimlich maneuver, hands-only cardiopulmonary
16 resuscitation, and use of the school district's automated
17 external defibrillator. The information shall be in accordance
18 with standards of the American Red Cross, the American Heart
19 Association, or another nationally recognized certifying
20 organization. A school board may use the services of
21 non-governmental entities whose personnel have expertise in
22 life-saving techniques to instruct teachers, administrators,
23 and other school personnel in these techniques.

24 Each school board is encouraged to have in its employ or on
25 its volunteer staff at least one person who is certified, by

1 the American Red Cross or by another qualified certifying
2 agency, as qualified to administer first aid and
3 cardiopulmonary resuscitation. In addition, each school board
4 is authorized to allocate appropriate portions of its
5 institute or inservice days to conduct training programs for
6 teachers and other school personnel who have expressed an
7 interest in becoming certified to administer emergency first
8 aid or cardiopulmonary resuscitation.

9 School boards are urged to encourage their teachers and
10 other school personnel who coach school athletic programs and
11 other extracurricular school activities to acquire, develop,
12 and maintain the knowledge and skills necessary to properly
13 administer first aid and cardiopulmonary resuscitation in
14 accordance with standards and requirements established by the
15 American Red Cross or another qualified certifying agency.

16 Subject to appropriation, the State Board of Education
17 shall establish and administer a matching grant program to pay
18 for half of the cost that a school district incurs in training
19 those teachers and other school personnel who express an
20 interest in becoming qualified to administer first aid or
21 cardiopulmonary resuscitation (which training must be in
22 accordance with standards of the American Red Cross, the
23 American Heart Association, or another nationally recognized
24 certifying organization). A school district that applies for a
25 grant must demonstrate that it has funds to pay half of the
26 cost of the training for which matching grant money is sought.

1 The State Board of Education shall award the grants on a
2 first-come, first-serve basis.

3 (105 ILCS 5/24-2)

4 Sec. 24-2. Holidays.

5 (a) Teachers shall not be required to teach on Saturdays,
6 nor, except as provided in subsection (b) of this Section,
7 shall teachers, educational support personnel employees, or
8 other school employees, other than noncertificated school
9 employees whose presence is necessary because of an emergency
10 or for the continued operation and maintenance of school
11 facilities or property, be required to work on legal school
12 holidays, which are January 1, New Year's Day; the third
13 Monday in January, the Birthday of Dr. Martin Luther King,
14 Jr.; February 12, the Birthday of President Abraham Lincoln;
15 the first Monday in March (to be known as Casimir Pulaski's
16 birthday); Good Friday; the day designated as Memorial Day by
17 federal law; June 19, Juneteenth National Freedom Day; July 4,
18 Independence Day; the first Monday in September, Labor Day;
19 the second Monday in October, Columbus Day; November 11,
20 Veterans' Day; the Thursday in November commonly called
21 Thanksgiving Day; and December 25, Christmas Day. School
22 boards may grant special holidays whenever in their judgment
23 such action is advisable. No deduction shall be made from the
24 time or compensation of a school employee, including an
25 educational support personnel employee, on account of any

1 legal or special holiday in which that employee would have
2 otherwise been scheduled to work but for the legal or special
3 holiday.

4 (b) A school board or other entity eligible to apply for
5 waivers and modifications under Section 2-3.25g of this Code
6 is authorized to hold school or schedule teachers' institutes,
7 parent-teacher conferences, or staff development on the third
8 Monday in January (the Birthday of Dr. Martin Luther King,
9 Jr.); February 12 (the Birthday of President Abraham Lincoln);
10 the first Monday in March (known as Casimir Pulaski's
11 birthday); the second Monday in October (Columbus Day); and
12 November 11 (Veterans' Day), provided that:

13 (1) the person or persons honored by the holiday are
14 recognized through instructional activities conducted on
15 that day or, if the day is not used for student attendance,
16 on the first school day preceding or following that day;
17 and

18 (2) the entity that chooses to exercise this authority
19 first holds a public hearing about the proposal. The
20 entity shall provide notice preceding the public hearing
21 to both educators and parents. The notice shall set forth
22 the time, date, and place of the hearing, describe the
23 proposal, and indicate that the entity will take testimony
24 from educators and parents about the proposal.

25 (c) Commemorative holidays, which recognize specified
26 patriotic, civic, cultural or historical persons, activities,

1 or events, are regular school days. Commemorative holidays
2 are: January 17 (the birthday of Muhammad Ali), January 28 (to
3 be known as Christa McAuliffe Day and observed as a
4 commemoration of space exploration), February 15 (the birthday
5 of Susan B. Anthony), March 29 (Viet Nam War Veterans' Day),
6 the last Friday in April (Arbor and Bird Day), September 11
7 (September 11th Day of Remembrance), September 17
8 (Constitution Day), the school day immediately preceding
9 Veterans' Day (Korean War Veterans' Day), October 1 (Recycling
10 Day), October 7 (Iraq and Afghanistan Veterans Remembrance
11 Day), October 9 (Leif Erikson Day), the day immediately after
12 Thanksgiving (Native American Heritage Day), December 7 (Pearl
13 Harbor Veterans' Day), and any day so appointed by the
14 President or Governor. School boards may establish
15 commemorative holidays whenever in their judgment such action
16 is advisable. School boards may ~~shall~~ include instruction
17 relative to commemorated persons, activities, or events on the
18 commemorative holiday or at any other time during the school
19 year and at any point in the curriculum when such instruction
20 may be deemed appropriate. The State Board of Education may
21 ~~shall~~ prepare and make available to school boards
22 instructional materials relative to commemorated persons,
23 activities, or events which may be used by school boards in
24 conjunction with any instruction provided pursuant to this
25 paragraph.

26 (d) City of Chicago School District 299 shall observe

1 March 4 of each year as a commemorative holiday. This holiday
2 shall be known as Mayors' Day which shall be a day to
3 commemorate and be reminded of the past Chief Executive
4 Officers of the City of Chicago, and in particular the late
5 Mayor Richard J. Daley and the late Mayor Harold Washington.
6 If March 4 falls on a Saturday or Sunday, Mayors' Day shall be
7 observed on the following Monday.

8 (e) Notwithstanding any other provision of State law to
9 the contrary, November 3, 2020 shall be a State holiday known
10 as 2020 General Election Day and shall be observed throughout
11 the State pursuant to Public Act 101-642. All government
12 offices, with the exception of election authorities, shall be
13 closed unless authorized to be used as a location for election
14 day services or as a polling place.

15 Notwithstanding any other provision of State law to the
16 contrary, November 8, 2022 shall be a State holiday known as
17 2022 General Election Day and shall be observed throughout the
18 State under Public Act 102-15.

19 Notwithstanding any other provision of State law to the
20 contrary, November 5, 2024 shall be a State holiday known as
21 2024 General Election Day and shall be observed throughout
22 this State pursuant to Public Act 103-467.

23 (Source: P.A. 102-14, eff. 1-1-22; 102-15, eff. 6-17-21;
24 102-334, eff. 8-9-21; 102-411, eff. 1-1-22; 102-813, eff.
25 5-13-22; 103-15, eff. 7-1-23; 103-395, eff. 1-1-24; 103-467,
26 eff. 8-4-23; 103-605, eff. 7-1-24.)

1 (105 ILCS 5/26A-15)

2 (Section scheduled to be repealed on December 1, 2025)

3 Sec. 26A-15. Ensuring Success in School Task Force.

4 (a) The Ensuring Success in School Task Force is created
5 to draft and publish model policies and intergovernmental
6 agreements for inter-district transfers; draft and publish
7 model complaint resolution procedures as required in
8 subsection (c) of Section 26A-25; identify current mandatory
9 educator and staff training and additional new trainings
10 needed to meet the requirements as required in Section 26A-25
11 and Section 26A-35. These recommended policies and agreements
12 shall be survivor-centered and rooted in trauma-informed
13 responses and used to support all students, from
14 pre-kindergarten through grade 12, who are survivors of
15 domestic or sexual violence, regardless of whether the
16 perpetrator is school-related or not, or who are parenting or
17 pregnant, regardless of whether the school is a public school,
18 nonpublic school, or charter school.

19 (b) The Task Force shall be representative of the
20 geographic, racial, ethnic, sexual orientation, gender
21 identity, and cultural diversity of this State. The Task Force
22 shall consist of all of the following members, who must be
23 appointed no later than 60 days after the effective date of
24 this amendatory Act of the 102nd General Assembly:

25 (1) One Representative appointed by the Speaker of the

1 House of Representatives.

2 (2) One Representative appointed by the Minority
3 Leader of the House of Representatives.

4 (3) One Senator appointed by the President of the
5 Senate.

6 (4) One Senator appointed by the Minority Leader of
7 the Senate.

8 (5) One member who represents a State-based
9 organization that advocates for lesbian, gay, bisexual,
10 transgender, and queer people appointed by the State
11 Superintendent of Education.

12 (6) One member who represents a State-based,
13 nonprofit, nongovernmental organization that advocates for
14 survivors of domestic violence appointed by the State
15 Superintendent of Education.

16 (7) One member who represents a statewide, nonprofit,
17 nongovernmental organization that advocates for survivors
18 of sexual violence appointed by the State Superintendent
19 of Education.

20 (8) One member who represents a statewide, nonprofit,
21 nongovernmental organization that offers free legal
22 services, including victim's rights representation, to
23 survivors of domestic violence or sexual violence
24 appointed by the State Superintendent of Education.

25 (9) One member who represents an organization that
26 advocates for pregnant or parenting youth appointed by the

1 State Superintendent of Education.

2 (10) One member who represents a youth-led
3 organization with expertise in domestic and sexual
4 violence appointed by the State Superintendent of
5 Education.

6 (11) One member who represents the Children's Advocacy
7 Centers of Illinois appointed by the State Superintendent
8 of Education.

9 (12) One representative of the State Board of
10 Education appointed by the State Superintendent of
11 Education.

12 (13) One member who represents a statewide
13 organization of social workers appointed by the State
14 Superintendent of Education.

15 (14) One member who represents a statewide
16 organization for school psychologists appointed by the
17 State Superintendent of Education.

18 (15) One member who represents a statewide
19 organization of school counselors appointed by the State
20 Superintendent of Education.

21 (16) One member who represents a statewide
22 professional teachers' organization appointed by the State
23 Superintendent of Education.

24 (17) One member who represents a different statewide
25 professional teachers' organization appointed by the State
26 Superintendent of Education.

1 (18) One member who represents a statewide
2 organization for school boards appointed by the State
3 Superintendent of Education.

4 (19) One member who represents a statewide
5 organization for school principals appointed by the State
6 Superintendent of Education.

7 (20) One member who represents a school district
8 organized under Article 34 appointed by the State
9 Superintendent of Education.

10 (21) One member who represents an association
11 representing rural school superintendents appointed by the
12 State Superintendent of Education.

13 (c) The Task Force shall first meet at the call of the
14 State Superintendent of Education, and each subsequent meeting
15 shall be called by the chairperson, who shall be designated by
16 the State Superintendent of Education. The State Board of
17 Education shall provide administrative and other support to
18 the Task Force. Members of the Task Force shall serve without
19 compensation.

20 (d) On or before June 30, 2024, the Task Force shall report
21 its work, including model policies, guidance recommendations,
22 and agreements, to the Governor and the General Assembly. The
23 report must include all of the following:

24 (1) Model school and district policies to facilitate
25 inter-district transfers for student survivors of domestic
26 or sexual violence, expectant parents, and parents. These

1 policies shall place high value on being accessible and
2 expeditious for student survivors and pregnant and
3 parenting students.

4 (2) Model school and district policies to ensure
5 confidentiality and privacy considerations for student
6 survivors of domestic or sexual violence, expectant
7 parents, and parents. These policies must include guidance
8 regarding appropriate referrals for nonschool-based
9 services.

10 (3) Model school and district complaint resolution
11 procedures as prescribed by Section 26A-25.

12 (4) Guidance for schools and districts regarding which
13 mandatory training that is currently required for educator
14 licenses or under State or federal law would be suitable
15 to fulfill training requirements for resource personnel as
16 prescribed by Section 26A-35 and for the staff tasked with
17 implementing the complaint resolution procedure as
18 prescribed by Section 26A-25. The guidance shall evaluate
19 all relevant mandatory or recommended training, including,
20 but not limited to, the training required under subsection
21 (j) of Section 4 of the Abused and Neglected Child
22 Reporting Act, Sections 3-11, 10-23.12, 10-23.13, and
23 22-110 ~~27-23.7~~ of this Code, and subsections (d) and (f)
24 of Section 10-22.39 of this Code. The guidance must also
25 identify what gaps in training exist, including, but not
26 limited to, training on trauma-informed responses and

1 racial and gender equity, and make recommendations for
2 future training programs that should be required or
3 recommended for the positions as prescribed by Sections
4 26A-25 and 26A-35.

5 (e) The Task Force is dissolved upon submission of its
6 report under subsection (d).

7 (f) This Section is repealed on December 1, 2025.

8 (Source: P.A. 102-466, eff. 5-20-22 (see Section 5 of P.A.
9 102-894 for effective date of P.A. 102-466).)

10 (105 ILCS 5/26A-25)

11 (This Section may contain text from a Public Act with a
12 delayed effective date)

13 Sec. 26A-25. Complaint resolution procedure.

14 (a) On or before July 1, 2024, each school district must
15 adopt one procedure to resolve complaints of violations of
16 this amendatory Act of the 102nd General Assembly. The
17 respondent must be one or more of the following: the school,
18 school district, or school personnel. These procedures shall
19 comply with the confidentiality provisions of Sections 26A-20
20 and 26A-30. The procedures must include, at minimum, all of
21 the following:

22 (1) The opportunity to consider the most appropriate
23 means to execute the procedure considering school safety,
24 the developmental level of students, methods to reduce
25 trauma during the procedure, and how to avoid multiple

1 communications with students involved with an alleged
2 incident of domestic or sexual violence.

3 (2) Any proceeding, meeting, or hearing held to
4 resolve complaints of any violation of this amendatory Act
5 of the 102nd General Assembly must protect the privacy of
6 the participating parties and witnesses. A school, school
7 district, or school personnel may not disclose the
8 identity of parties or witnesses, except as necessary to
9 resolve the complaint or to implement interim protective
10 measures and reasonable support services or when required
11 by State or federal law.

12 (3) Complainants alleging violations of this
13 amendatory Act of the 102nd General Assembly must have the
14 opportunity to request that the complaint resolution
15 procedure begin promptly and proceed in a timely manner.

16 (b) A school district must determine the individuals who
17 will resolve complaints of violations of this amendatory Act
18 of the 102nd General Assembly.

19 (1) All individuals whose duties include resolution of
20 complaints of violations of this amendatory Act of the
21 102nd General Assembly must complete ~~a minimum of 8 hours~~
22 ~~of~~ training on issues related to domestic and sexual
23 violence and how to conduct the school's complaint
24 resolution procedure, which may include the in-service
25 training required under subsection (d) of Section
26 10-22.39, before commencement of those duties, and must

1 receive ~~a minimum of 6 hours of~~ such training annually
2 thereafter. This training must be conducted by an
3 individual or individuals with expertise in domestic or
4 sexual violence in youth and expertise in developmentally
5 appropriate communications with elementary and secondary
6 school students regarding topics of a sexual, violent, or
7 sensitive nature.

8 (2) Each school must have a sufficient number of
9 individuals trained to resolve complaints so that (i) a
10 substitution can occur in the case of a conflict of
11 interest or recusal, (ii) an individual with no prior
12 involvement in the initial determination or finding may
13 hear any appeal brought by a party, and (iii) the
14 complaint resolution procedure proceeds in a timely
15 manner.

16 (3) The complainant and any witnesses shall (i)
17 receive notice of the name of the individual with
18 authority to make a finding or approve an accommodation in
19 the proceeding before the individual may initiate contact
20 with the complainant and any witnesses and (ii) have the
21 opportunity to request a substitution if the participation
22 of an individual with authority to make a finding or
23 approve an accommodation poses a conflict of interest.

24 (c) When the alleged violation of this amendatory Act of
25 the 102nd General Assembly involves making a determination or
26 finding of responsibility of causing harm:

1 (1) The individual making the finding must use a
2 preponderance of evidence standard to determine whether
3 the incident occurred.

4 (2) The complainant and respondent and any witnesses
5 may not directly or through a representative question one
6 another. At the discretion of the individual resolving the
7 complaint, the complainant and the respondent may suggest
8 questions to be posed by the individual resolving the
9 complaint and if the individual resolving the complaint
10 decides to pose such questions.

11 (3) A live hearing is not required. If the complaint
12 resolution procedure includes a hearing, no student who is
13 a witness, including the complainant, may be compelled to
14 testify in the presence of a party or other witness. If a
15 witness invokes this right to testify outside the presence
16 of the other party or other witnesses, then the school
17 district must provide an option by which each party may,
18 at a minimum, hear such witnesses' testimony.

19 (d) Each party and witness may request and must be allowed
20 to have a representative or support persons of their choice
21 accompany them to any meeting or proceeding related to the
22 alleged violence or violation of this amendatory Act of the
23 102nd General Assembly if the involvement of the
24 representative or support persons does not result in undue
25 delay of the meeting or proceeding. This representative or
26 support persons must comply with any rules of the school

1 district's complaint resolution procedure. If the
2 representative or support persons violate the rules or engage
3 in behavior or advocacy that harasses, abuses, or intimidates
4 either party ~~part~~, a witness, or an individual resolving the
5 complaint, the representative or support person may be
6 prohibited from further participation in the meeting or
7 proceeding.

8 (e) The complainant, regardless of the level of
9 involvement in the complaint resolution procedure, and the
10 respondent must have the opportunity to provide or present
11 evidence and witnesses on their behalf during the complaint
12 resolution procedure.

13 (f) The complainant and respondent and any named
14 perpetrator directly impacted by the results of the complaint
15 resolution procedure, are entitled to simultaneous written
16 notification of the results of the complaint resolution
17 procedure, including information regarding appeals rights and
18 procedures, within 10 business days after a decision or sooner
19 if required by State or federal law or district policy.

20 (1) The complainant, respondents, and named
21 perpetrator if directly impacted by the results of the
22 complaint resolution procedure must, at a minimum, have
23 the right to timely appeal the complaint resolution
24 procedure's findings or remedies if a party alleges (i) a
25 procedural error occurred, (ii) new information exists
26 that would substantially change the outcome of the

1 proceeding, (iii) the remedy is not sufficiently related
2 to the finding, or (iv) the decision is against the weight
3 of the evidence.

4 (2) An individual reviewing the findings or remedies
5 may not have previously participated in the complaint
6 resolution procedure and may not have a conflict of
7 interest with either party.

8 (3) The complainant and respondent and any
9 perpetrators directly impacted by the results of the
10 complaint resolution procedure must receive the appeal
11 decision, in writing, within 10 business days, but never
12 more than 15 business days, after the conclusion of the
13 review of findings or remedies or sooner if required by
14 State or federal law.

15 (g) Each school district must have a procedure to
16 determine interim protective measures and support services
17 available pending the resolution of the complaint including
18 the implementation of court orders.

19 (Source: P.A. 102-466, eff. 7-1-25.)

20 (105 ILCS 5/prec. Sec. 27-1 heading new)

21 GENERAL PROVISIONS

22 (105 ILCS 5/27-50) (was 105 ILCS 5/27-27)

23 Sec. 27-50. ~~27-27.~~ System of categorizing classes. When
24 school districts use a system of categorizing classes of

1 instruction by degree of difficulty and issues grades in
2 accordance therewith, identification of said system shall be
3 reflected in the affected students' class ranking and
4 permanent records.

5 (Source: P.A. 81-707.)

6 (105 ILCS 5/prec. Sec. 27-105 heading new)

7 SAFETY EDUCATION

8 (105 ILCS 5/27-105 new) (was 105 ILCS 5/27-13.2 in part)

9 Sec. 27-105. Abduction education. In every public school
10 there shall be instruction, study, and discussion of effective
11 methods by which pupils may recognize the danger of and avoid
12 abduction.

13 (105 ILCS 5/27-110) (was 105 ILCS 5/27-23.11)

14 Sec. 27-110. ~~27-23.11.~~ Traffic injury prevention; policy.
15 The school board of a school district that maintains any of
16 grades kindergarten through 8 shall adopt a policy on
17 educating students on the effective methods of preventing and
18 avoiding traffic injuries related to walking and bicycling,
19 which education must be made available to students in grades
20 kindergarten through 8.

21 (Source: P.A. 100-1056, eff. 8-24-18; 101-81, eff. 7-12-19.)

22 (105 ILCS 5/27-115) (was 105 ILCS 5/27-23.4)

1 Sec. 27-115. ~~27-23.4.~~ Violence prevention and conflict
2 resolution education. School districts shall provide
3 instruction in violence prevention and conflict resolution
4 education for grades kindergarten through 12 and may include
5 such instruction in the courses of study regularly taught
6 therein. School districts may give regular school credit for
7 satisfactory completion by the student of such courses.

8 As used in this Section, "violence prevention and conflict
9 resolution education" means and includes instruction in the
10 following:

11 (1) The consequences of violent behavior.

12 (2) The causes of violent reactions to conflict.

13 (3) Nonviolent conflict resolution techniques.

14 (4) The relationship between drugs, alcohol and
15 violence.

16 The State Board of Education shall prepare and make
17 available to all school boards instructional materials that
18 may be used as guidelines for development of a violence
19 prevention program under this Section, provided that each
20 school board shall determine the appropriate curriculum for
21 satisfying the requirements of this Section. The State Board
22 of Education shall assist in training teachers to provide
23 effective instruction in the violence prevention curriculum.

24 The State Board of Education and local school boards shall
25 not be required to implement the provisions of this Section
26 unless grants of funds are made available and are received

1 after July 1, 1993 from private sources or from the federal
2 government in amounts sufficient to enable the State Board and
3 local school boards to meet the requirements of this Section.
4 Any funds received by the State or a local educational agency
5 pursuant to the federal Safe and Drug-Free Schools and
6 Communities Act of 1994 shall first be applied or appropriated
7 to meet the requirements and implement the provisions of this
8 Section.

9 (Source: P.A. 97-87, eff. 7-8-11.)

10 (105 ILCS 5/prec. Sec. 27-205 heading new)

11 HEALTH AND SCIENCE EDUCATION

12 (105 ILCS 5/27-205 new) (was 105 ILCS 110/1)

13 Sec. 27-205. Short title. This Section and the following
14 Sections preceding Section 27-235 shall be known and may be
15 cited as the Critical Health Problems and Comprehensive Health
16 Education Act.

17 (105 ILCS 5/27-210 new) (was 105 ILCS 110/2)

18 Sec. 27-210. Definition of term. The following term has
19 the following meaning, except as the context otherwise
20 requires:

21 "Comprehensive health education program" means a
22 systematic and extensive educational program designed to
23 provide a variety of learning experiences based upon

1 scientific knowledge of the human organism as it functions
2 within its environment, which will favorably influence the
3 knowledge, attitudes, values, and practices of Illinois school
4 youth and which will aid them in making wise personal
5 decisions in matters of health.

6 (105 ILCS 5/27-215 new)

7 Sec. 27-215. Comprehensive health education program.

8 (a) The program established under this Act shall include,
9 but not be limited to, the following major educational areas
10 as a basis for curricula in all elementary and secondary
11 schools in this State, with applicable Illinois Learning
12 Standards adopted by the State Board of Education guiding the
13 instruction in the program:

14 (1) human ecology, health, growth, development,
15 personal health habits, and nutrition, consistent with the
16 Illinois Learning Standards adopted by the State Board of
17 Education;

18 (2) the emotional, psychological, physiological,
19 hygienic, and social responsibilities of family life,
20 including evidence-based and medically accurate
21 information regarding sexual abstinence;

22 (3) the prevention and control of disease, including
23 instruction in grades 6 through 12 on the prevention,
24 transmission, and spread of AIDS;

25 (4) age and developmentally appropriate sexual abuse,

1 consistent with Section 10-23.13 of this Code, abuse
2 during pregnancy, and assault awareness and prevention
3 education in grades prekindergarten through 12;

4 (5) public health, environmental health, disaster
5 preparedness education, and safety education;

6 (6) mental health and illness;

7 (7) dental health;

8 (8) cancer education that includes the types of
9 cancer, signs and symptoms, risk factors, the importance
10 of early prevention and detection, and information on
11 where to get help and treatment for cancer; and

12 (9) consent education.

13 The instruction on mental health and illness must evaluate
14 the multiple dimensions of health by reviewing the
15 relationship between physical and mental health to enhance
16 student understanding, attitudes, and behaviors that promote
17 health, well-being, and human dignity and must include how and
18 where to find mental health resources and specialized
19 treatment in the State. The program shall also provide course
20 material and instruction to advise pupils of the Abandoned
21 Newborn Infant Protection Act.

22 (b) Notwithstanding the educational areas under subsection
23 (a), the following areas may also be included as a basis for
24 curricula in all elementary and secondary schools in this
25 State: basic first aid (including, but not limited to,
26 cardiopulmonary resuscitation and the Heimlich maneuver),

1 heart disease, diabetes, stroke, the prevention of child
2 abuse, neglect, and suicide, and teen dating violence in
3 grades 7 through 12.

4 (c) The State Superintendent of Education, in cooperation
5 with the Department of Children and Family Services, shall
6 prepare and disseminate to all public schools and nonpublic
7 schools information on instructional materials and programs
8 about child sexual abuse, which may be used by such schools for
9 their own or community programs. Such information may also be
10 disseminated by such schools to parents.

11 (d) No pupil shall be required to take or participate in
12 any class or course on AIDS or family life instruction or to
13 receive training on how to properly administer cardiopulmonary
14 resuscitation or how to use an automated external
15 defibrillator if his or her parent or guardian submits written
16 objection thereto, and refusal to take or participate in the
17 course or program or the training shall not be reason for
18 suspension or expulsion of the pupil.

19 (105 ILCS 5/27-220 new) (was 105 ILCS 110/4)

20 Sec. 27-220. Powers of the State Board of Education. In
21 order to carry out the purposes of this Act, the State Board of
22 Education is empowered to do all of the following:

23 (1) Establish the minimum amount of instruction time
24 to be devoted to comprehensive health education at all
25 elementary and secondary grade levels.

1 (2) Establish guidelines to aid local school districts
2 in developing comprehensive health education programs at
3 all grade levels.

4 (3) Establish special in-service programs to provide
5 professional preparation in the field of health education
6 for teachers and administrators throughout the schools of
7 the State.

8 (4) Develop cooperative health training programs
9 between school districts and institutions of higher
10 education whereby qualified health education personnel of
11 such institutions will be available to guide the
12 continuing professional preparation of teachers in health
13 education.

14 (5) Encourage institutions of higher education to
15 develop and extend curricula in health education for
16 professional preparation in both in-service and
17 pre-service programs.

18 (6) Assist in the development of evaluative techniques
19 that will ensure that a comprehensive program in health
20 education is being conducted throughout the State that
21 meets the needs of Illinois youth.

22 (7) Make sure there are additions to the staff of the
23 State Board of Education to ensure a sufficient number of
24 health education personnel to effectuate the purposes of
25 this Act.

1 (105 ILCS 5/27-225 new) (was 105 ILCS 110/5)

2 Sec. 27-225. Advisory committee. An advisory committee
3 consisting of 11 members is hereby established as follows: the
4 Director of Public Health or his or her designee, the
5 Secretary of Human Services or his or her designee and an
6 additional person representing the Department of Human
7 Services designated by the Secretary, the Director of Children
8 and Family Services or his or her designee, and 7 members to be
9 appointed by the State Board of Education and to be chosen,
10 insofar as is possible, from the following groups: colleges
11 and universities, voluntary health agencies, medicine,
12 dentistry, professional health associations, teachers,
13 administrators, members of local boards of education, and lay
14 citizens.

15 The original public members shall, upon their appointment,
16 serve until July 1, 1973, and, thereafter, new appointments of
17 public members shall be made in like manner and such members
18 shall serve for 4-year terms commencing on July 1, 1973 and
19 until their successors are appointed and qualified. Vacancies
20 in the terms of public members shall be filled in a like manner
21 as original appointments for the balance of the unexpired
22 terms. The members of the advisory committee shall receive no
23 compensation but shall be reimbursed for actual and necessary
24 expenses incurred in the performance of their duties. Such
25 committee shall select a chairperson and establish rules and
26 procedures for its proceedings not inconsistent with the

1 provisions of this Act.

2 Such committee shall advise the State Board of Education
3 on all matters relating to the implementation of the
4 provisions of this Act. The committee shall assist in
5 presenting advice and interpretation concerning a
6 comprehensive health education program to the Illinois public,
7 especially as related to critical health problems. The
8 committee shall also assist in establishing a sound
9 understanding and sympathetic relationship between such
10 comprehensive health education program and the public health,
11 welfare, and educational programs of other agencies in the
12 community.

13 (105 ILCS 5/27-230 new) (was 105 ILCS 110/6)

14 Sec. 27-230. Rules and regulations. In carrying out the
15 powers and duties of the State Board of Education and the
16 advisory committee established by this Act, the State Board
17 and such committee are authorized to promulgate rules and
18 regulations in order to implement the provisions of this Act.

19 (105 ILCS 5/27-235 new) (was 105 ILCS 110/3.5)

20 Sec. 27-235. Nutrition and physical activity best
21 practices database.

22 (a) The State Board of Education shall develop and
23 maintain a nutrition and physical activity best practices
24 database. The database shall contain the results of any

1 wellness-related fitness testing done by local school
2 districts, as well as information on successful programs and
3 policies implemented by local school districts designed to
4 improve nutrition and physical activity in the public and
5 charter schools. This information may include (i) a
6 description of the program or policy, (ii) advice on
7 implementation, (iii) any assessment of the program or policy,
8 (iv) a contact person from the local school district, and (v)
9 any other information the State Board of Education deems
10 appropriate. The database shall be readily accessible to all
11 local school districts statewide. The State Board of Education
12 shall encourage local school districts to submit information
13 to the database; however, no school district shall be required
14 to submit information.

15 (b) The State Board of Education may adopt rules necessary
16 for administration of this Section.

17 (c) The requirements of the State Board of Education to
18 establish this database shall become effective once the State
19 Board of Education has secured all of the funding necessary to
20 implement it.

21 (105 ILCS 5/27-240 new) (was 105 ILCS 110/3.10)

22 Sec. 27-240. Policy on teen dating violence.

23 (a) As used in this Section:

24 "Dating" or "dating relationship" means an ongoing social
25 relationship of a romantic or intimate nature between 2

1 persons. "Dating" or "dating relationship" does not include a
2 casual relationship or ordinary fraternization between 2
3 persons in a business or social context.

4 "Teen dating violence" means either of the following:

5 (1) A pattern of behavior in which a person uses or
6 threatens to use physical, mental, or emotional abuse to
7 control another person who is in a dating relationship
8 with the person, where one or both persons are 13 to 19
9 years of age.

10 (2) Behavior by which a person uses or threatens to
11 use sexual violence against another person who is in a
12 dating relationship with the person, where one or both
13 persons are 13 to 19 years of age.

14 (b) The school board of each public school district in
15 this State shall adopt a policy that does all of the following:

16 (1) States that teen dating violence is unacceptable
17 and is prohibited and that each student has the right to a
18 safe learning environment.

19 (2) Incorporates age-appropriate education about teen
20 dating violence into new or existing training programs for
21 students in grades 7 through 12 and school employees as
22 outlined in Sections 3-11 and 10-22.39 of this Code.

23 (3) Establishes procedures for the manner in which
24 employees of a school are to respond to incidents of teen
25 dating violence that take place at the school, on school
26 grounds, at school-sponsored activities, or in vehicles

1 used for school-provided transportation.

2 (4) Identifies by job title the school officials who
3 are responsible for receiving reports related to teen
4 dating violence.

5 (5) Notifies students and parents of the teen dating
6 violence policy adopted by the board.

7 (105 ILCS 5/27-245 new) (was 105 ILCS 110/3 in part)

8 Sec. 27-245. Allergy education. The curriculum in grades 9
9 through 12 shall include instruction, study, and discussion on
10 the dangers of allergies. Information for the instruction,
11 study, and discussion shall come from information provided by
12 the Department of Public Health and the federal Centers for
13 Disease Control and Prevention. This instruction, study, and
14 discussion shall include, at a minimum:

15 (1) recognizing the signs and symptoms of an allergic
16 reaction, including anaphylaxis;

17 (2) the steps to take to prevent exposure to
18 allergens; and

19 (3) safe emergency epinephrine administration.

20 (105 ILCS 5/27-250 new)

21 Sec. 27-250. High school CPR and AED training for pupils.
22 All secondary schools in this State shall include training on
23 how to properly administer cardiopulmonary resuscitation and
24 how to use an automated external defibrillator in their

1 curriculum. This training must be in accordance with standards
2 of the American Red Cross, the American Heart Association, or
3 another nationally recognized certifying organization.

4 No pupil is required to receive training on how to
5 properly administer cardiopulmonary resuscitation or how to
6 use an automated external defibrillator if his or her parent
7 or guardian submits written objection thereto, and refusal to
8 take or participate in the training must not be a reason for
9 suspension or expulsion of the pupil.

10 (105 ILCS 5/27-255 new)

11 Sec. 27-255. Drug, alcohol, and anabolic steroid abuse
12 prevention education.

13 (a) Every public school maintaining any of grades
14 kindergarten through 4 shall include in its curriculum age and
15 developmentally appropriate instruction, study, and discussion
16 of effective methods for the prevention and avoidance of drugs
17 and the dangers of opioid and substance abuse. School boards
18 may include such required instruction, study, and discussion
19 in the courses of study regularly taught in the public schools
20 of their respective districts; however, such instruction shall
21 be given each year to all pupils in grades kindergarten
22 through 4.

23 The State Superintendent of Education may prepare and make
24 available to all public and nonpublic schools instructional
25 materials that may be used by such schools as guidelines for

1 the development of a program of instruction under this
2 subsection (a); however, each school board shall itself
3 determine the minimum amount of instruction time that shall
4 qualify as a program of instruction that will satisfy the
5 requirements of this subsection (a).

6 (b) School districts shall provide age and developmentally
7 appropriate classroom instruction on alcohol and drug use and
8 abuse for students in grades 5 through 12. This instruction
9 may include the information contained in the Substance Use
10 Prevention and Recovery Instruction Resource Guide under
11 Section 22-81 of this Code, as applicable. The instruction,
12 which shall include matters relating to both the physical and
13 legal effects and ramifications of drug and substance abuse,
14 shall be integrated into existing curricula; and the State
15 Board of Education shall determine how to develop and make
16 available to all elementary and secondary schools in this
17 State instructional materials and guidelines that will assist
18 the schools in incorporating the instruction into their
19 existing curricula.

20 In addition, school districts may offer, as part of
21 existing curricula during the school day or as part of an
22 after-school program, support services and instruction for
23 pupils or pupils whose parent, parents, or guardians are
24 chemically dependent.

25 (c) The curriculum in grades 6 through 12 shall include
26 instruction, study, and discussion on the dangers of fentanyl.

1 Information for the instruction, study, and discussion on the
2 dangers of fentanyl shall be age and developmentally
3 appropriate and may include information contained in the
4 Substance Use Prevention and Recovery Instruction Resource
5 Guide under Section 22-81 of this Code, as applicable. The
6 instruction, study, and discussion on the dangers of fentanyl
7 in grades 9 through 12 shall include, at a minimum, all of the
8 following:

9 (1) Information on fentanyl itself, including an
10 explanation of the differences between synthetic and
11 nonsynthetic opioids and illicit drugs, the variations of
12 fentanyl itself, and the differences between the legal and
13 illegal uses of fentanyl.

14 (2) The side effects and the risk factors of using
15 fentanyl, along with information comparing the lethal
16 amounts of fentanyl to other drugs. Information on the
17 risk factors may include, but is not limited to:

18 (A) the lethal dose of fentanyl;

19 (B) how often fentanyl is placed in drugs without
20 a person's knowledge;

21 (C) an explanation of what fentanyl does to a
22 person's body and the severity of fentanyl's addictive
23 properties; and

24 (D) how the consumption of fentanyl can lead to
25 hypoxia, as well as an explanation of what hypoxia
26 precisely does to a person's body.

1 (3) Details about the process of lacing fentanyl in
2 other drugs and why drugs get laced with fentanyl.

3 (4) Details about how to detect fentanyl in drugs and
4 how to save someone from an overdose of fentanyl, which
5 shall include:

6 (A) how to buy and use fentanyl test strips;

7 (B) how to buy and use naloxone, either through a
8 nasal spray or an injection; and

9 (C) how to detect if someone is overdosing on
10 fentanyl.

11 Students in grades 9 through 12 shall be assessed on the
12 instruction, study, and discussion on the dangers of fentanyl.

13 The assessment may include, but is not limited to:

14 (i) the differences between synthetic and nonsynthetic
15 drugs;

16 (ii) hypoxia;

17 (iii) the effects of fentanyl on a person's body;

18 (iv) the lethal dose of fentanyl; and

19 (v) how to detect and prevent overdoses.

20 The instruction, study, and discussion on the dangers of
21 fentanyl may be taught by a licensed educator, school nurse,
22 school social worker, law enforcement officer, or school
23 counselor.

24 (d) School districts shall provide instruction in relation
25 to the prevention of abuse of anabolic steroids in grades 7
26 through 12 and shall include such instruction in science,

1 health, drug abuse, physical education, or other appropriate
2 courses of study. School districts shall also provide this
3 instruction to students who participate in interscholastic
4 athletic programs. The instruction shall emphasize that the
5 use of anabolic steroids presents a serious health hazard to
6 persons who use steroids to enhance athletic performance or
7 physical development.

8 The State Board of Education may assist in the development
9 of instructional materials and teacher training in relation to
10 steroid abuse prevention.

11 (105 ILCS 5/27-260) (was 105 ILCS 5/27-13.1)

12 (Text of Section before amendment by P.A. 103-837)

13 Sec. 27-260. ~~27-13.1.~~ In every public school there shall
14 be instruction, study and discussion of current problems and
15 needs in the conservation of natural resources, including but
16 not limited to air pollution, water pollution, waste reduction
17 and recycling, the effects of excessive use of pesticides,
18 preservation of wilderness areas, forest management,
19 protection of wildlife and humane care of domestic animals.

20 (Source: P.A. 86-229.)

21 (Text of Section after amendment by P.A. 103-837)

22 Sec. 27-260. ~~27-13.1.~~ Environmental education.

23 (a) In every public school there shall be instruction,
24 study and discussion of current problems and needs in the

1 conservation of natural resources, including but not limited
2 to air pollution, water pollution, waste reduction and
3 recycling, the effects of excessive use of pesticides,
4 preservation of wilderness areas, forest management,
5 protection of wildlife and humane care of domestic animals.

6 (b) Beginning with the 2026-2027 school year, every public
7 school shall provide instruction on climate change, which
8 shall include, but not be limited to, identifying the
9 environmental and ecological impacts of climate change on
10 individuals and communities and evaluating solutions for
11 addressing and mitigating the impact of climate change and
12 shall be in alignment with State learning standards, as
13 appropriate.

14 The State Board of Education shall, subject to
15 appropriation, prepare and make available multi-disciplinary
16 instructional resources and professional learning
17 opportunities for educators that may be used to meet the
18 requirements of this subsection (b).

19 (Source: P.A. 103-837, eff. 7-1-25.)

20 (105 ILCS 5/27-265) (was 105 ILCS 5/27-14)

21 Sec. 27-265. ~~27-14.~~ Experiments upon animals. No
22 experiment upon any living animal for the purpose of
23 demonstration in any study shall be made in any public school.
24 No animal provided by, or killed in the presence of any pupil
25 of a public school shall be used for dissection in such school,

1 and in no case shall dogs or cats be killed for such purposes.
2 Dissection of dead animals, or parts thereof, shall be
3 confined to the classroom and shall not be practiced in the
4 presence of any pupil not engaged in the study to be
5 illustrated thereby.

6 (Source: Laws 1961, p. 31.)

7 (105 ILCS 5/prec. Sec. 27-305 heading new)

8 SKILLS AND WORKFORCE EDUCATION

9 (105 ILCS 5/27-305) (was 105 ILCS 5/27-12.1)

10 Sec. 27-305. ~~27-12.1~~. Consumer education.

11 (a) Pupils in the public schools in grades 9 through 12
12 shall be taught and be required to study courses which include
13 instruction in the area of consumer education, including but
14 not necessarily limited to (i) understanding the basic
15 concepts of financial literacy, including consumer debt and
16 installment purchasing (including credit scoring, managing
17 credit debt, and completing a loan application), budgeting,
18 savings and investing, banking (including balancing a
19 checkbook, opening a deposit account, and the use of interest
20 rates), understanding simple contracts, State and federal
21 income taxes, personal insurance policies, the comparison of
22 prices, higher education student loans, identity-theft
23 security, and homeownership (including the basic process of
24 obtaining a mortgage and the concepts of fixed and adjustable

1 rate mortgages, subprime loans, and predatory lending), and
2 (ii) understanding the roles of consumers interacting with
3 agriculture, business, labor unions and government in
4 formulating and achieving the goals of the mixed free
5 enterprise system. The State Board of Education shall devise
6 or approve the consumer education curriculum for grades 9
7 through 12 and specify the minimum amount of instruction to be
8 devoted thereto.

9 (b) (Blank).

10 (c) (Blank).

11 (d) A school board may establish a special fund in which to
12 receive public funds and private contributions for the
13 promotion of financial literacy. Money in the fund shall be
14 used for the following:

15 (1) Defraying the costs of financial literacy training
16 for teachers.

17 (2) Rewarding a school or teacher who wins or achieves
18 results at a certain level of success in a financial
19 literacy competition.

20 (3) Rewarding a student who wins or achieves results
21 at a certain level of success in a financial literacy
22 competition.

23 (4) Funding activities, including books, games, field
24 trips, computers, and other activities, related to
25 financial literacy education.

26 (e) The State Board of Education, upon the next

1 comprehensive review of the Illinois Learning Standards, is
2 urged to include the basic principles of personal insurance
3 policies and understanding simple contracts.

4 (Source: P.A. 103-616, eff. 7-1-24.)

5 (105 ILCS 5/27-310) (was 105 ILCS 5/27-23.15)

6 Sec. 27-310. ~~27-23.15~~. Computer science.

7 (a) In this Section, "computer science" means the study of
8 computers and algorithms, including their principles, their
9 hardware and software designs, their implementation, and their
10 impact on society. "Computer science" does not include the
11 study of everyday uses of computers and computer applications,
12 such as keyboarding or accessing the Internet.

13 (b) Beginning with the 2023-2024 school year, the school
14 board of a school district that maintains any of grades 9
15 through 12 shall provide an opportunity for every high school
16 student to take at least one computer science course aligned
17 to rigorous learning standards of the State Board of
18 Education.

19 (Source: P.A. 101-654, eff. 3-8-21; 102-813, eff. 5-13-22.)

20 (105 ILCS 5/27-315) (was 105 ILCS 5/27-20.7)

21 Sec. 27-315. ~~27-20.7~~. Cursive writing. Beginning with the
22 2018-2019 school year, public elementary schools shall offer
23 at least one unit of instruction in cursive writing. School
24 districts shall, by policy, determine at what grade level or

1 levels students are to be offered cursive writing, provided
2 that such instruction must be offered before students complete
3 grade 5.

4 (Source: P.A. 100-548, eff. 7-1-18.)

5 (105 ILCS 5/27-320) (was 105 ILCS 5/27-22.2)

6 Sec. 27-320. ~~27-22.2.~~ Career and technical education
7 elective. Whenever the school board of any school district
8 which maintains grades 9 through 12 establishes a list of
9 courses from which secondary school students each must elect
10 at least one course, to be completed along with other course
11 requirements as a pre-requisite to receiving a high school
12 diploma, that school board must include on the list of such
13 elective courses at least one course in career and technical
14 education.

15 (Source: P.A. 103-780, eff. 8-2-24.)

16 (105 ILCS 5/prec. Sec. 27-405 heading new)

17 ONLINE SAFETY AND MEDIA LITERACY

18 (105 ILCS 5/27-405 new)

19 Sec. 27-405. Online safety and media literacy.

20 (a) As used in this Section:

21 "Media literacy" means the ability to access, analyze,
22 evaluate, create, and communicate using a variety of objective
23 forms, including, but not limited to, print, visual, audio,

1 interactive, and digital texts.

2 "Online safety" means safe practices relating to an
3 individual's or group's use of the Internet, social networking
4 websites, electronic mail, online messaging and posting, and
5 other means of communication on the Internet.

6 (b) Beginning with the 2027-2028 school year, every public
7 school shall adopt an age and developmentally appropriate
8 curriculum for online safety instruction to be taught at least
9 once each school year to students in grades 3 through 8. The
10 school board shall determine the scope and duration of this
11 unit of instruction. The instruction may be incorporated into
12 the current courses of study regularly taught in the
13 district's schools, as determined by the school board, and it
14 is recommended that the unit of instruction include all of the
15 following topics:

16 (1) Safe and responsible use of the Internet, social
17 networking websites, electronic mail, online messaging and
18 posting, and other means of communication on the Internet.

19 (2) Recognizing, avoiding, and reporting online
20 solicitations of students, their classmates, and their
21 friends by sexual predators.

22 (3) Risks of transmitting personal information on the
23 Internet.

24 (4) Recognizing and avoiding unsolicited or deceptive
25 communications received online.

26 (5) Reporting online harassment, cyber-bullying, and

1 illegal activities and communications on the Internet.

2 (6) The legal penalties and social ramifications for
3 illicit actions taken online, including infringement of
4 copyright laws and the creation and sharing of harmful,
5 defamatory, or sexually explicit content.

6 (7) The relationship between responsible use of online
7 resources and social-emotional health.

8 (c) Beginning with the 2027-2028 school year, every public
9 school shall include in its curriculum a unit of instruction
10 on media literacy and Internet safety for students in grades 9
11 through 12. The unit of instruction shall include, but is not
12 limited to, all of the following topics:

13 (1) Accessing and evaluating information: Evaluating
14 multiple media platforms to better understand the general
15 landscape and economics of the platforms, the issues
16 regarding the trustworthiness of the source of
17 information, and the authenticity of each source to
18 distinguish fact from opinion. This includes analyzing
19 misinformation online and identifying if online content is
20 real or fabricated.

21 (2) Creating media: Conveying a coherent message using
22 multimodal practices to a specific target audience. This
23 may include, but is not limited to, writing blogs,
24 composing songs, designing video games, producing
25 podcasts, making videos, or coding a mobile or software
26 application.

1 (3) Reflecting on media consumption and social
2 responsibility: Assessing how media affects the
3 consumption of information and how it triggers emotions
4 and behavior. This also includes suggesting a plan of
5 action in the class, school, or community to engage others
6 in a respectful, thoughtful, and inclusive dialogue over a
7 specific issue using facts and reason.

8 (4) Legal and Social Penalties for Illicit Actions
9 Online: Understanding the legal penalties and social
10 ramifications for illicit actions taken online, including
11 infringement of copyright laws and the creation and
12 sharing of harmful, defamatory, or sexually explicit
13 content.

14 (5) Reporting Illicit Content Online: Understanding
15 how and whom to report online harassment, cyber-bullying,
16 and illegal activities and communications on the Internet.

17 (d) The State Board of Education shall determine how to
18 prepare and make available instructional resources and
19 professional learning opportunities for educators that may be
20 used for the development of a unit of instruction under this
21 Section.

22 By July 1, 2026, the State Board of Education, in
23 coordination with any other individuals, groups, or
24 organizations the State Board deems appropriate, shall create
25 online safety education curriculum resource materials for all
26 public schools that shall meet all of the following

1 requirements:

2 (1) Be age and developmentally appropriate for each
3 intended grade level being taught.

4 (2) Educate students about the legal and social
5 penalties for illicit actions online.

6 (3) Educate students about the social and legal
7 penalties for illicit actions taken online.

8 (4) Teach about the harmful physical, emotional, and
9 psychological effects associated with unhealthy use of the
10 Internet and social media.

11 (5) Provide information on resources to report
12 cyberbullying and the illicit online behavior of others.

13 The State Board, in coordination with any other
14 individuals, groups, or organizations the State Board deems
15 appropriate, shall update these curriculum resource materials
16 periodically as the State Board sees fit.

17 The State Board shall make the resource materials under
18 this subsection (d) available on its Internet website.

19 (105 ILCS 5/27-410) (was 105 ILCS 5/27-13.3)

20 Sec. 27-410. ~~27-13.3.~~ Internet safety education
21 curriculum.

22 (a) The purpose of this Section is to inform and protect
23 students from inappropriate or illegal communications and
24 solicitation and to encourage school districts to provide
25 education about Internet threats and risks, including without

1 limitation child predators, fraud, and other dangers.

2 (b) The General Assembly finds and declares the following:

3 (1) it is the policy of this State to protect
4 consumers and Illinois residents from deceptive and unsafe
5 communications that result in harassment, exploitation, or
6 physical harm;

7 (2) children have easy access to the Internet at home,
8 school, and public places;

9 (3) the Internet is used by sexual predators and other
10 criminals to make initial contact with children and other
11 vulnerable residents in Illinois; and

12 (4) education is an effective method for preventing
13 children from falling prey to online predators, identity
14 theft, and other dangers.

15 (c) Each school may adopt an age-appropriate curriculum
16 for Internet safety instruction of students in grades
17 kindergarten through 12. However, beginning with the 2009-2010
18 school year, a school district must incorporate into the
19 school curriculum a component on Internet safety to be taught
20 at least once each school year to students in grades 3 through
21 12. The school board shall determine the scope and duration of
22 this unit of instruction. The age-appropriate unit of
23 instruction may be incorporated into the current courses of
24 study regularly taught in the district's schools, as
25 determined by the school board, and it is recommended that the
26 unit of instruction include the following topics:

1 (1) Safe and responsible use of social networking
2 websites, chat rooms, electronic mail, bulletin boards,
3 instant messaging, and other means of communication on the
4 Internet.

5 (2) Recognizing, avoiding, and reporting online
6 solicitations of students, their classmates, and their
7 friends by sexual predators.

8 (3) Risks of transmitting personal information on the
9 Internet.

10 (4) Recognizing and avoiding unsolicited or deceptive
11 communications received online.

12 (5) Recognizing and reporting online harassment and
13 cyber-bullying.

14 (6) Reporting illegal activities and communications on
15 the Internet.

16 (7) Copyright laws on written materials, photographs,
17 music, and video.

18 (d) Curricula devised in accordance with subsection (c) of
19 this Section may be submitted for review to the Office of the
20 Illinois Attorney General.

21 (e) The State Board of Education shall make available
22 resource materials for educating children regarding child
23 online safety and may take into consideration the curriculum
24 on this subject developed by other states, as well as any other
25 curricular materials suggested by education experts, child
26 psychologists, or technology companies that work on child

1 online safety issues. Materials may include without limitation
2 safe online communications, privacy protection,
3 cyber-bullying, viewing inappropriate material, file sharing,
4 and the importance of open communication with responsible
5 adults. The State Board of Education shall make these resource
6 materials available on its Internet website.

7 (f) This Section is repealed on July 1, 2027.

8 (Source: P.A. 95-509, eff. 8-28-07; 95-869, eff. 1-1-09;
9 96-734, eff. 8-25-09.)

10 (105 ILCS 5/27-415) (was 105 ILCS 5/27-20.08)

11 Sec. 27-415. ~~27-20.08.~~ Media literacy.

12 (a) In this Section, "media literacy" means the ability to
13 access, analyze, evaluate, create, and communicate using a
14 variety of objective forms, including, but not limited to,
15 print, visual, audio, interactive, and digital texts.

16 (b) Beginning with the 2022-2023 school year, every public
17 high school shall include in its curriculum a unit of
18 instruction on media literacy. The unit of instruction shall
19 include, but is not limited to, all of the following topics:

20 (1) Accessing information: Evaluating multiple media
21 platforms to better understand the general landscape and
22 economics of the platforms, as well as issues regarding
23 the trustworthiness of the source of information.

24 (2) Analyzing and evaluating media messages:
25 Deconstructing media representations according to the

1 authors, target audience, techniques, agenda setting,
2 stereotypes, and authenticity to distinguish fact from
3 opinion.

4 (3) Creating media: Conveying a coherent message using
5 multimodal practices to a specific target audience. This
6 may include, but is not limited to, writing blogs,
7 composing songs, designing video games, producing
8 podcasts, making videos, or coding a mobile or software
9 application.

10 (4) Reflecting on media consumption: Assessing how
11 media affects the consumption of information and how it
12 triggers emotions and behavior.

13 (5) Social responsibility and civics: Suggesting a
14 plan of action in the class, school, or community to
15 engage others in a respectful, thoughtful, and inclusive
16 dialogue over a specific issue using facts and reason.

17 (c) The State Board of Education shall determine how to
18 prepare and make available instructional resources and
19 professional learning opportunities for educators that may be
20 used for the development of a unit of instruction under this
21 Section.

22 (d) This Section is repealed on July 1, 2027.

23 (Source: P.A. 102-55, eff. 7-9-21.)

24 (105 ILCS 5/prec. Sec. 27-505 heading new)

25 HISTORY AND SOCIAL STUDIES

1 (105 ILCS 5/27-505) (was 105 ILCS 5/27-21)

2 Sec. 27-505. ~~27-21.~~ History of the United States.

3 (a) History of the United States shall be taught in all
4 public schools and in all other educational institutions in
5 this State supported or maintained, in whole or in part, by
6 public funds.

7 The teaching of history shall have as one of its
8 objectives the imparting to pupils of a comprehensive idea of
9 our democratic form of government and the principles for which
10 our government stands as regards other nations, including the
11 studying of the place of our government in world-wide
12 movements and the leaders thereof, with particular stress upon
13 the basic principles and ideals of our representative form of
14 government.

15 The teaching of history shall include a study of the role
16 and contributions of African Americans and other ethnic
17 groups, including, but not restricted to, Native Americans,
18 Polish, Lithuanian, German, Hungarian, Irish, Bohemian,
19 Russian, Albanian, Italian, Czech, Slovak, French, Scots,
20 Hispanics, Asian Americans, etc., in the history of this
21 country and this State. To reinforce the study of the role and
22 contributions of Hispanics, such curriculum shall include the
23 study of the events related to the forceful removal and
24 illegal deportation of Mexican-American U.S. citizens during
25 the Great Depression.

1 The teaching of history shall also include teaching about
2 Native American nations' sovereignty and self-determination,
3 both historically and in the present day, with a focus on urban
4 Native Americans.

5 In public schools only, the teaching of history shall
6 include a study of the roles and contributions of lesbian,
7 gay, bisexual, and transgender people in the history of this
8 country and this State.

9 The teaching of history also shall include a study of the
10 role of labor unions and their interaction with government in
11 achieving the goals of a mixed free enterprise system.

12 Beginning with the 2020-2021 school year, the teaching of
13 history must also include instruction on the history of
14 Illinois.

15 The teaching of history shall include the contributions
16 made to society by Americans of different faith practices,
17 including, but not limited to, Native Americans, Muslim
18 Americans, Jewish Americans, Christian Americans, Hindu
19 Americans, Sikh Americans, Buddhist Americans, and any other
20 collective community of faith that has shaped America.

21 (b) No pupils shall be graduated from the eighth grade of
22 any public school unless the pupils have received instruction
23 in the history of the United States as provided in this Section
24 and give evidence of having a comprehensive knowledge thereof,
25 which may be administered remotely.

26 (c) Instructional materials that include the addition of

1 content related to Native Americans shall be prepared by the
2 State Superintendent of Education and made available to all
3 school boards on the State Board of Education's Internet
4 website no later than July 1, 2024. These instructional
5 materials may be used by school boards as guidelines for the
6 development of instruction under this Section; however, each
7 school board shall itself determine the minimum amount of
8 instructional time for satisfying the requirements of this
9 Section. Notwithstanding subsections (a) and (b) of this
10 Section, a school or other educational institution is not
11 required to teach and a pupil is not required to learn the
12 additional content related to Native Americans until
13 instructional materials are made available on the State
14 Board's Internet website.

15 Instructional materials related to Native Americans shall
16 be developed in consultation with members of the Chicago
17 American Indian Community Collaborative who are members of a
18 federally recognized tribe, are documented descendants of
19 Indigenous communities, or are other persons recognized as
20 contributing community members by the Chicago American Indian
21 Community Collaborative and who currently reside in this
22 State.

23 (Source: P.A. 102-411, eff. 1-1-22; 103-422, eff. 8-4-23;
24 103-564, eff. 11-17-23.)

1 Sec. 27-510. Patriotism, principles of representative
2 government, and elementary civics education.

3 (a) American patriotism and the principles of
4 representative government, as enunciated in the American
5 Declaration of Independence, the Constitution of the United
6 States of America and the Constitution of the State of
7 Illinois, and the proper use and display of the American flag
8 shall be taught in all public schools and other educational
9 institutions supported or maintained in whole or in part by
10 public funds. No student may receive a certificate of
11 graduation without passing a satisfactory examination upon
12 such subjects, which may be administered remotely. This
13 instruction may be taught alongside the curriculum in the one
14 semester of civics education for students in 6th, 7th, or 8th
15 grade under subsection (b) of this Section.

16 (b) Every public elementary school shall include at least
17 one semester of civics education in its 6th, 7th, or 8th grade
18 curriculum. This instruction shall help young people acquire
19 and learn to use the skills, knowledge, and attitudes that
20 will prepare them to be competent and responsible citizens
21 throughout their lives. The course content shall be in
22 accordance with the Illinois Learning Standards for Social
23 Science and shall include discussion on current societal
24 issues, service learning, simulations of the democratic
25 process, and instruction on the method of voting at elections
26 by means of the Australian Ballot system.

1 (c) The Pledge of Allegiance shall be recited each school
2 day by pupils in elementary and secondary educational
3 institutions supported or maintained in whole or in part by
4 public funds.

5 (105 ILCS 5/27-515) (was 105 ILCS 5/27-4)

6 Sec. 27-515. ~~27-4.~~ Time requirement for civics studies.

7 ~~Time devoted to subjects mentioned in Section 27-3.~~ Not less
8 than one hour of each school week, or an amount of time equal
9 to one hour per school week through the school year, shall be
10 devoted to the study of the subjects ~~subject~~ mentioned in
11 Section 27-510 of this Code ~~27-3~~ in the seventh and eighth
12 grades or their equivalent, ~~and not less than one hour of each~~
13 ~~school week to the advanced study thereof in all high school~~
14 ~~grades, in the public schools and other institutions mentioned~~
15 ~~in such Section.~~

16 This Section does not prevent the study of such subjects
17 in any of the lower grades in such schools or institutions.

18 (Source: Laws 1961, p. 31.)

19 (105 ILCS 5/27-520) (was 105 ILCS 5/27-20.05)

20 Sec. 27-520. ~~27-20.05.~~ Native American history study.

21 (a) Beginning with the 2024-2025 school year, every public
22 elementary school and high school social studies course
23 pertaining to American history or government shall include in
24 its curriculum a unit of instruction studying the events of

1 the Native American experience and Native American history
2 within the Midwest and this State since time immemorial. These
3 events shall include the contributions of Native Americans in
4 government and the arts, humanities, and sciences, as well as
5 the contributions of Native Americans to the economic,
6 cultural, social, and political development of their own
7 nations and of the United States. The unit of instruction must
8 describe large urban Native American populations in this
9 State, including the history and experiences of contemporary
10 Native Americans living in this State. Instruction in grades 6
11 through 12 shall include the study of the genocide of and
12 discrimination against Native Americans, as well as tribal
13 sovereignty, treaties made between tribal nations and the
14 United States, and the circumstances around forced Native
15 American relocation. This unit of instruction may be
16 integrated as part of the unit of instruction required under
17 Section 27-505 or 27-525 ~~27-20.03 or 27-21~~ of this Code.

18 (b) The State Superintendent of Education may prepare and
19 make available to all school boards instructional materials
20 and professional development opportunities that may be used as
21 guidelines for development of a unit of instruction under this
22 Section. However, each school board shall itself determine the
23 minimum amount of instructional time that qualifies as a unit
24 of instruction satisfying the requirements of this Section.

25 (c) The regional superintendent of schools shall monitor a
26 school district's compliance with this Section's curricular

1 requirements during the regional superintendent's annual
2 compliance visit and make recommendations for improvement,
3 including professional development.

4 (Source: P.A. 103-422, eff. 8-4-23.)

5 (105 ILCS 5/27-525) (was 105 ILCS 5/27-20.3)

6 Sec. 27-525. ~~27-20.3~~. Holocaust and Genocide Study.

7 (a) Every public elementary school and high school shall
8 include in its curriculum a unit of instruction studying the
9 events of the Nazi atrocities of 1933 to 1945. This period in
10 world history is known as the Holocaust, during which
11 6,000,000 Jews and millions of non-Jews were exterminated. One
12 of the universal lessons of the Holocaust is that national,
13 ethnic, racial, or religious hatred can overtake any nation or
14 society, leading to calamitous consequences. To reinforce that
15 lesson, such curriculum shall include an additional unit of
16 instruction studying other acts of genocide across the globe.
17 This unit shall include, but not be limited to, the Native
18 American genocide in North America, the Armenian Genocide, the
19 Famine-Genocide in Ukraine, and more recent atrocities in
20 Cambodia, Bosnia, Rwanda, and Sudan. The studying of this
21 material is a reaffirmation of the commitment of free peoples
22 from all nations to never again permit the occurrence of
23 another Holocaust and a recognition that crimes of genocide
24 continue to be perpetrated across the globe as they have been
25 in the past and to deter indifference to crimes against

1 humanity and human suffering wherever they may occur.

2 (b) The State Superintendent of Education may prepare and
3 make available to all school boards instructional materials
4 which may be used as guidelines for development of a unit of
5 instruction under this Section; provided, however, that each
6 school board shall itself determine the minimum amount of
7 instruction time which shall qualify as a unit of instruction
8 satisfying the requirements of this Section.

9 Instructional materials that include the addition of
10 content related to the Native American genocide in North
11 America shall be prepared and made available to all school
12 boards on the State Board of Education's Internet website no
13 later than July 1, 2024. Notwithstanding subsection (a) of
14 this Section, a school is not required to teach the additional
15 content related to the Native American genocide in North
16 America until instructional materials are made available on
17 the State Board's Internet website.

18 Instructional materials related to the Native American
19 genocide in North America shall be developed in consultation
20 with members of the Chicago American Indian Community
21 Collaborative who are members of a federally recognized tribe,
22 are documented descendants of Indigenous communities, or are
23 other persons recognized as contributing community members by
24 the Chicago American Indian Community Collaborative and who
25 currently reside in this State or their designees.

26 (Source: P.A. 103-422, eff. 8-4-23; 103-564, eff. 11-17-23.)

1 (105 ILCS 5/27-530) (was 105 ILCS 5/27-20.4)

2 Sec. 27-530. ~~27-20.4.~~ Black History study. Every public
3 elementary school and high school shall include in its
4 curriculum a unit of instruction studying the events of Black
5 History, including the history of the pre-enslavement of Black
6 people from 3,000 BCE to AD 1619, the African slave trade,
7 slavery in America, the study of the reasons why Black people
8 came to be enslaved, the vestiges of slavery in this country,
9 and the study of the American civil rights renaissance. These
10 events shall include not only the contributions made by
11 individual African-Americans in government and in the arts,
12 humanities and sciences to the economic, cultural and
13 political development of the United States and Africa, but
14 also the socio-economic struggle which African-Americans
15 experienced collectively in striving to achieve fair and equal
16 treatment under the laws of this nation. The studying of this
17 material shall constitute an affirmation by students of their
18 commitment to respect the dignity of all races and peoples and
19 to forever eschew every form of discrimination in their lives
20 and careers.

21 The State Superintendent of Education may prepare and make
22 available to all school boards instructional materials,
23 including those established by the Amistad Commission, which
24 may be used as guidelines for development of a unit of
25 instruction under this Section; provided, however, that each

1 school board shall itself determine the minimum amount of
2 instruction time which shall qualify as a unit of instruction
3 satisfying the requirements of this Section.

4 A school may meet the requirements of this Section through
5 an online program or course.

6 (Source: P.A. 100-634, eff. 1-1-19; 101-654, eff. 3-8-21.)

7 (105 ILCS 5/27-535) (was 105 ILCS 5/27-20.5)

8 Sec. 27-535. ~~27-20.5.~~ Study of the History of Women. Every
9 public elementary school and high school shall include in its
10 curriculum a unit of instruction studying the events of the
11 history of women in America. These events shall include not
12 only the contributions made by individual women in government,
13 the arts, sciences, education, and in the economic, cultural,
14 and political development of Illinois and of the United
15 States, but shall also include a study of women's struggles to
16 gain the right to vote and to be treated equally as they strive
17 to earn and occupy positions of merit in our society.

18 The State Superintendent of Education may prepare and make
19 available to all school boards instructional materials that
20 may be used as guidelines for development of a unit of
21 instruction under this Section. Each school board shall
22 determine the minimum amount of instructional time that shall
23 qualify as a unit of instruction satisfying the requirements
24 of this Section.

25 (Source: P.A. 86-1256.)

1 (105 ILCS 5/27-540) (was 105 ILCS 5/27-20.8)

2 Sec. 27-540. ~~27-20.8.~~ Asian American history study.

3 (a) Beginning with the 2022-2023 school year, every public
4 elementary school and high school shall include in its
5 curriculum a unit of instruction studying the events of Asian
6 American history, including the history of Asian Americans in
7 Illinois and the Midwest, as well as the contributions of
8 Asian Americans toward advancing civil rights from the 19th
9 century onward. These events shall include the contributions
10 made by individual Asian Americans in government and the arts,
11 humanities, and sciences, as well as the contributions of
12 Asian American communities to the economic, cultural, social,
13 and political development of the United States. The studying
14 of this material shall constitute an affirmation by students
15 of their commitment to respect the dignity of all races and
16 peoples and to forever eschew every form of discrimination in
17 their lives and careers.

18 (b) The State Superintendent of Education may prepare and
19 make available to all school boards instructional materials,
20 including those established by the Public Broadcasting
21 Service, that may be used as guidelines for development of a
22 unit of instruction under this Section. However, each school
23 board shall itself determine the minimum amount of
24 instructional time that qualifies as a unit of instruction
25 satisfying the requirements of this Section.

1 (c) The regional superintendent of schools shall monitor a
2 school district's compliance with this Section's curricular
3 requirements during his or her annual compliance visit.

4 (d) A school may meet the requirements of this Section
5 through an online program or course.

6 (Source: P.A. 102-44, eff. 1-1-22.)

7 (105 ILCS 5/27-545) (was 105 ILCS 5/27-23.8)

8 Sec. 27-545. ~~27-23.8~~. Disability history and awareness.

9 (a) A school district shall provide instruction on
10 disability history, people with disabilities, and the
11 disability rights movement. Instruction may be included in
12 those courses that the school district chooses. This
13 instruction must be founded on the principle that all
14 students, including students with disabilities, have the right
15 to exercise self-determination. When possible, individuals
16 with disabilities should be incorporated into the development
17 and delivery of this instruction. This instruction may be
18 supplemented by knowledgeable guest speakers from the
19 disability community. A school board may collaborate with
20 community-based organizations, such as centers for independent
21 living, parent training and information centers, and other
22 consumer-driven groups, and disability membership
23 organizations in creating this instruction.

24 (b) The State Board of Education may prepare and make
25 available to all school boards resource materials that may be

1 used as guidelines for the development of instruction for
2 disability history and awareness under this Section.

3 (c) Each school board shall determine the minimum amount
4 of instructional time required under this Section.

5 (d) The regional superintendent of schools shall monitor a
6 school district's compliance with this Section's curricular
7 requirement during his or her annual compliance visit.

8 (Source: P.A. 96-191, eff. 1-1-10.)

9 (105 ILCS 5/prec. Sec. 27-605 heading new)

10 HIGH SCHOOL GRADUATION REQUIREMENTS

11 (105 ILCS 5/27-605) (was 105 ILCS 5/27-22)

12 Sec. 27-605. ~~27-22~~. Required high school courses.

13 (a) (Blank).

14 (b) (Blank).

15 (c) (Blank).

16 (d) (Blank).

17 (e) Through the 2023-2024 school year, as a prerequisite
18 to receiving a high school diploma, each pupil entering the
19 9th grade must, in addition to other course requirements,
20 successfully complete all of the following courses:

21 (1) Four years of language arts.

22 (2) Two years of writing intensive courses, one of
23 which must be English and the other of which may be English
24 or any other subject. When applicable, writing-intensive

1 courses may be counted towards the fulfillment of other
2 graduation requirements.

3 (3) Three years of mathematics, one of which must be
4 Algebra I, one of which must include geometry content, and
5 one of which may be an Advanced Placement computer science
6 course. A mathematics course that includes geometry
7 content may be offered as an integrated, applied,
8 interdisciplinary, or career and technical education
9 course that prepares a student for a career readiness
10 path.

11 (3.5) For pupils entering the 9th grade in the
12 2022-2023 school year and 2023-2024 school year, one year
13 of a course that includes intensive instruction in
14 computer literacy, which may be English, social studies,
15 or any other subject and which may be counted toward the
16 fulfillment of other graduation requirements.

17 (4) Two years of science.

18 (5) Two years of social studies, of which at least one
19 year must be history of the United States or a combination
20 of history of the United States and American government
21 and, beginning with pupils entering the 9th grade in the
22 2016-2017 school year and each school year thereafter, at
23 least one semester must be civics, which shall help young
24 people acquire and learn to use the skills, knowledge, and
25 attitudes that will prepare them to be competent and
26 responsible citizens throughout their lives. Civics course

1 content shall focus on government institutions, the
2 discussion of current and controversial issues, service
3 learning, and simulations of the democratic process.
4 School districts may utilize private funding available for
5 the purposes of offering civics education. Beginning with
6 pupils entering the 9th grade in the 2021-2022 school
7 year, one semester, or part of one semester, may include a
8 financial literacy course.

9 (6) One year chosen from (A) music, (B) art, (C)
10 foreign language, which shall be deemed to include
11 American Sign Language, (D) vocational education, or (E)
12 forensic speech (speech and debate). A forensic speech
13 course used to satisfy the course requirement under
14 subdivision (1) may not be used to satisfy the course
15 requirement under this subdivision (6).

16 (e-5) Beginning with the 2024-2025 school year, as a
17 prerequisite to receiving a high school diploma, each pupil
18 entering the 9th grade must, in addition to other course
19 requirements, successfully complete all of the following
20 courses:

21 (1) Four years of language arts.

22 (2) Two years of writing intensive courses, one of
23 which must be English and the other of which may be English
24 or any other subject. If applicable, writing-intensive
25 courses may be counted toward the fulfillment of other
26 graduation requirements.

1 (3) Three years of mathematics, one of which must be
2 Algebra I, one of which must include geometry content, and
3 one of which may be an Advanced Placement computer science
4 course. A mathematics course that includes geometry
5 content may be offered as an integrated, applied,
6 interdisciplinary, or career and technical education
7 course that prepares a student for a career readiness
8 path.

9 (3.5) One year of a course that includes intensive
10 instruction in computer literacy, which may be English,
11 social studies, or any other subject and which may be
12 counted toward the fulfillment of other graduation
13 requirements.

14 (4) Two years of laboratory science.

15 (5) Two years of social studies, of which at least one
16 year must be history of the United States or a combination
17 of history of the United States and American government
18 and at least one semester must be civics, which shall help
19 young people acquire and learn to use the skills,
20 knowledge, and attitudes that will prepare them to be
21 competent and responsible citizens throughout their lives.
22 Civics course content shall focus on government
23 institutions, the discussion of current and controversial
24 issues, service learning, and simulations of the
25 democratic process. School districts may utilize private
26 funding available for the purposes of offering civics

1 education. One semester, or part of one semester, may
2 include a financial literacy course.

3 (6) One year chosen from (A) music, (B) art, (C)
4 foreign language, which shall be deemed to include
5 American Sign Language, (D) vocational education, or (E)
6 forensic speech (speech and debate). A forensic speech
7 course used to satisfy the course requirement under
8 subdivision (1) may not be used to satisfy the course
9 requirement under this subdivision (6).

10 (e-10) Beginning with the 2028-2029 school year, as a
11 prerequisite to receiving a high school diploma, each pupil
12 entering the 9th grade must, in addition to other course
13 requirements, successfully complete 2 years of foreign
14 language courses, which may include American Sign Language. A
15 pupil may choose a third year of foreign language to satisfy
16 the requirement under subdivision (6) of subsection (e-5).

17 (f) The State Board of Education shall develop and inform
18 school districts of standards for writing-intensive
19 coursework.

20 (f-5) If a school district offers an Advanced Placement
21 computer science course to high school students, then the
22 school board must designate that course as equivalent to a
23 high school mathematics course and must denote on the
24 student's transcript that the Advanced Placement computer
25 science course qualifies as a mathematics-based, quantitative
26 course for students in accordance with subdivision (3) of

1 subsection (e) of this Section.

2 (g) Public Act 83-1082 does not apply to pupils entering
3 the 9th grade in 1983-1984 school year and prior school years
4 or to students with disabilities whose course of study is
5 determined by an individualized education program.

6 Public Act 94-676 does not apply to pupils entering the
7 9th grade in the 2004-2005 school year or a prior school year
8 or to students with disabilities whose course of study is
9 determined by an individualized education program.

10 Subdivision (3.5) of subsection (e) does not apply to
11 pupils entering the 9th grade in the 2021-2022 school year or a
12 prior school year or to students with disabilities whose
13 course of study is determined by an individualized education
14 program.

15 Subsection (e-5) does not apply to pupils entering the 9th
16 grade in the 2023-2024 school year or a prior school year or to
17 students with disabilities whose course of study is determined
18 by an individualized education program. Subsection (e-10) does
19 not apply to pupils entering the 9th grade in the 2027-2028
20 school year or a prior school year or to students with
21 disabilities whose course of study is determined by an
22 individualized education program.

23 (h) The provisions of this Section are subject to the
24 provisions of Sections 14A-32 and 27-610 ~~27-22.05~~ of this Code
25 and the Postsecondary and Workforce Readiness Act.

26 (i) The State Board of Education may adopt rules to modify

1 the requirements of this Section for any students enrolled in
2 grades 9 through 12 if the Governor has declared a disaster due
3 to a public health emergency pursuant to Section 7 of the
4 Illinois Emergency Management Agency Act.

5 (Source: P.A. 102-366, eff. 8-13-21; 102-551, eff. 1-1-22;
6 102-864, eff. 5-13-22; 103-154, eff. 6-30-23; 103-743, eff.
7 8-2-24.)

8 (105 ILCS 5/27-610) (was 105 ILCS 5/27-22.05)

9 Sec. 27-610. ~~27-22.05.~~ Required course substitute.
10 Notwithstanding any other provision of this Article or this
11 Code, a school board that maintains any of grades 9 through 12
12 is authorized to adopt a policy under which a student who is
13 enrolled in any of those grades may satisfy one or more high
14 school course or graduation requirements, including, but not
15 limited to, any requirements under Sections 27-605 and 27-710
16 of this Code ~~27-6 and 27-22~~, by successfully completing a
17 registered apprenticeship program under rules adopted by the
18 State Board of Education under Section 2-3.175 of this Code,
19 or by substituting for and successfully completing in place of
20 the high school course or graduation requirement a related
21 vocational or technical education course. A vocational or
22 technical education course shall not qualify as a related
23 vocational or technical education course within the meaning of
24 this Section unless it contains at least 50% of the content of
25 the required course or graduation requirement for which it is

1 substituted, as determined by the State Board of Education in
2 accordance with standards that it shall adopt and uniformly
3 apply for purposes of this Section. No vocational or technical
4 education course may be substituted for a required course or
5 graduation requirement under any policy adopted by a school
6 board as authorized in this Section unless the pupil's parent
7 or guardian first requests the substitution and approves it in
8 writing on forms that the school district makes available for
9 purposes of this Section.

10 (Source: P.A. 100-992, eff. 8-20-18; 101-81, eff. 7-12-19.)

11 (105 ILCS 5/27-615) (was 105 ILCS 5/27-22.10)

12 Sec. 27-615. ~~27-22.10.~~ Course credit for high school
13 diploma.

14 (a) Notwithstanding any other provision of this Code, the
15 school board of a school district that maintains any of grades
16 9 through 12 is authorized to adopt a policy under which a
17 student enrolled in grade 7 or 8 who is enrolled in the unit
18 school district or would be enrolled in the high school
19 district upon completion of elementary school, whichever is
20 applicable, may enroll in a course required under Section
21 27-605 ~~27-22~~ of this Code, provided that the course is offered
22 by the high school that the student would attend, and (i) the
23 student participates in the course at the location of the high
24 school, and the elementary student's enrollment in the course
25 would not prevent a high school student from being able to

1 enroll, or (ii) the student participates in the course where
2 the student attends school as long as the course is taught by a
3 teacher who holds a professional educator license issued under
4 Article 21B of this Code and endorsed for the grade level and
5 content area of the course.

6 (b) A school board that adopts a policy pursuant to
7 subsection (a) of this Section must grant academic credit to
8 an elementary school student who successfully completes the
9 high school course, and that credit shall satisfy the
10 requirements of Section 27-605 ~~27-22~~ of this Code for that
11 course.

12 (c) A school board must award high school course credit to
13 a student transferring to its school district for any course
14 that the student successfully completed pursuant to subsection
15 (a) of this Section, unless evidence about the course's rigor
16 and content shows that it does not address the relevant
17 Illinois Learning Standard at the level appropriate for the
18 high school grade during which the course is usually taken,
19 and that credit shall satisfy the requirements of Section
20 27-605 ~~27-22~~ of this Code for that course.

21 (d) A student's grade in any course successfully completed
22 under this Section must be included in his or her grade point
23 average in accordance with the school board's policy for
24 making that calculation.

25 (Source: P.A. 99-189, eff. 7-30-15.)

1 (105 ILCS 5/prec. Sec. 27-705 heading new)

2 PHYSICAL EDUCATION

3 (105 ILCS 5/27-705) (was 105 ILCS 5/27-5)

4 Sec. 27-705. ~~27-5.~~ Physical education and training. School
5 boards of public schools and the Board of Governors of State
6 Colleges and Universities shall provide for the physical
7 education and training of pupils of the schools and laboratory
8 schools under their respective control, and shall include
9 physical education and training in the courses of study
10 regularly taught therein. The physical education and training
11 course offered in grades 5 through 10 may include the health
12 education course required in the Critical Health Problems and
13 Comprehensive Health Education Act.

14 (Source: P.A. 89-618, eff. 8-9-96.)

15 (105 ILCS 5/27-710) (was 105 ILCS 5/27-6)

16 Sec. 27-710. ~~27-6.~~ Courses in physical education required;
17 special activities.

18 (a) Pupils enrolled in the public schools and State
19 universities engaged in preparing teachers shall be required
20 to engage during the school day, except on block scheduled
21 days for those public schools engaged in block scheduling, in
22 courses of physical education for such periods as are
23 compatible with the optimum growth and developmental needs of
24 individuals at the various age levels except when appropriate

1 excuses are submitted to the school by a pupil's parent or
2 guardian or by a person licensed under the Medical Practice
3 Act of 1987 and except as provided in subsection (b) of this
4 Section. A school board may determine the schedule or
5 frequency of physical education courses, provided that a pupil
6 engages in a course of physical education for a minimum of 3
7 days per 5-day week.

8 Special activities in physical education shall be provided
9 for pupils whose physical or emotional condition, as
10 determined by a person licensed under the Medical Practice Act
11 of 1987, prevents their participation in the courses provided
12 for normal children.

13 (b) A school board is authorized to excuse pupils enrolled
14 in grades 11 and 12 from engaging in physical education
15 courses if those pupils request to be excused for any of the
16 following reasons: (1) for ongoing participation in an
17 interscholastic athletic program; (2) to enroll in academic
18 classes which are required for admission to an institution of
19 higher learning, provided that failure to take such classes
20 will result in the pupil being denied admission to the
21 institution of his or her choice; or (3) to enroll in academic
22 classes which are required for graduation from high school,
23 provided that failure to take such classes will result in the
24 pupil being unable to graduate. A school board may also excuse
25 pupils in grades 9 through 12 enrolled in a marching band
26 program for credit from engaging in physical education courses

1 if those pupils request to be excused for ongoing
2 participation in such marching band program. A school board
3 may also, on a case-by-case basis, excuse pupils in grades 7
4 through 12 who participate in an interscholastic or
5 extracurricular athletic program from engaging in physical
6 education courses. In addition, a pupil in any of grades 3
7 through 12 who is eligible for special education may be
8 excused if the pupil's parent or guardian agrees that the
9 pupil must utilize the time set aside for physical education
10 to receive special education support and services or, if there
11 is no agreement, the individualized education program team for
12 the pupil determines that the pupil must utilize the time set
13 aside for physical education to receive special education
14 support and services, which agreement or determination must be
15 made a part of the individualized education program. However,
16 a pupil requiring adapted physical education must receive that
17 service in accordance with the individualized education
18 program developed for the pupil. If requested, a school board
19 is authorized to excuse a pupil from engaging in a physical
20 education course if the pupil has an individualized
21 educational program under Article 14 of this Code, is
22 participating in an adaptive athletic program outside of the
23 school setting, and documents such participation as determined
24 by the school board. A school board may also excuse pupils in
25 grades 9 through 12 enrolled in a Reserve Officer's Training
26 Corps (ROTC) program sponsored by the school district from

1 engaging in physical education courses. School boards which
2 choose to exercise this authority shall establish a policy to
3 excuse pupils on an individual basis.

4 (b-5) A pupil shall be excused from engaging in any
5 physical activity components of a physical education course
6 during a period of religious fasting if the pupil's parent or
7 guardian notifies the school principal in writing that the
8 pupil is participating in religious fasting.

9 (c) The provisions of this Section are subject to the
10 provisions of Section 27-610 of this Code ~~27-22.05~~.

11 (Source: P.A. 102-405, eff. 8-19-21.)

12 (105 ILCS 5/27-715) (was 105 ILCS 5/27-6.3)

13 Sec. 27-715. ~~27-6.3~~. Play time required in elementary
14 school.

15 (a) All public schools shall provide daily time for
16 supervised, unstructured, child-directed play for all students
17 in kindergarten through grade 5. Play time must allow
18 unstructured play, and may include organized games, but shall
19 not include the use of computers, tablets, phones, or videos.
20 Schools are encouraged to provide play time outdoors, but it
21 may be held indoors. If play time is held indoors, schools are
22 encouraged to provide it in a space that promotes physical
23 activity. Time spent dressing or undressing for outdoor play
24 time shall not count towards the daily time for play.

25 (b) Play time shall not count as a course of physical

1 education that fulfills the requirements of Section 27-710 of
2 this Code ~~27-6~~, nor shall time spent in a course of physical
3 education count towards the daily time for play.

4 (c) Play time shall be considered clock hours for the
5 purposes of Section 10-19.05. For any school day 5 clock hours
6 or longer in length, the total time allotted for play for
7 students in kindergarten through grade 5 must be at least 30
8 minutes. For any school day less than 5 clock hours in length,
9 the total time allotted for play each school day must be at
10 least one-tenth of a day of attendance for the student
11 pursuant to Section 10-19.05. Play time may be divided into
12 play periods of at least 15 consecutive minutes in length.

13 (d) For students with disabilities, play time shall comply
14 with a student's applicable individualized education program
15 (IEP) or federal Section 504 plan.

16 (e) All public schools shall prohibit the withholding of
17 play time as a disciplinary or punitive action, except when a
18 student's participation in play time poses an immediate threat
19 to the safety of the student or others. School officials shall
20 make all reasonable efforts to resolve such threats and
21 minimize the use of exclusion from play to the greatest extent
22 practicable and in accordance with subsection (d).

23 (Source: P.A. 102-357, eff. 8-13-21.)

24 (105 ILCS 5/27-720) (was 105 ILCS 5/27-6.5)

25 Sec. 27-720. ~~27-6.5~~. Physical fitness assessments in

1 schools.

2 (a) As used in this Section, "physical fitness assessment"
3 means a series of assessments to measure aerobic capacity,
4 body composition, muscular strength, muscular endurance, and
5 flexibility.

6 (b) To measure the effectiveness of State Goal 20 of the
7 Illinois Learning Standards for Physical Development and
8 Health, beginning with the 2016-2017 school year and every
9 school year thereafter, the State Board of Education shall
10 require all public schools to use a scientifically-based,
11 health-related physical fitness assessment for grades 3
12 through 12 and periodically report fitness information to the
13 State Board of Education, as set forth in subsections (c) and
14 (e) of this Section, to assess student fitness indicators.

15 Public schools shall integrate health-related fitness
16 testing into the curriculum as an instructional tool, except
17 in grades before the 3rd grade. Fitness tests must be
18 appropriate to students' developmental levels and physical
19 abilities. The testing must be used to teach students how to
20 assess their fitness levels, set goals for improvement, and
21 monitor progress in reaching their goals. Fitness scores shall
22 not be used for grading students or evaluating teachers.

23 (c) (Blank).

24 (d) The State Board of Education must adopt rules for the
25 implementation of physical fitness assessments under this
26 Section by each public school. The requirements of this

1 Section do not apply if the Governor has declared a disaster
2 due to a public health emergency pursuant to Section 7 of the
3 Illinois Emergency Management Agency Act.

4 (e) The State Board of Education shall adopt rules for
5 data submission by school districts and develop a system for
6 collecting and reporting the aggregated fitness information
7 from the physical fitness assessments. This system shall also
8 support the collection of data from school districts that use
9 a fitness testing software program.

10 (f) School districts may report the aggregate findings of
11 physical fitness assessments by grade level and school to
12 parents and members of the community through typical
13 communication channels, such as Internet websites, school
14 newsletters, school board reports, and presentations.
15 Districts may also provide individual fitness assessment
16 reports to students' parents.

17 (g) Nothing in this Section precludes schools from
18 implementing a physical fitness assessment before the
19 2016-2017 school year or from implementing more robust forms
20 of a physical fitness assessment.

21 (Source: P.A. 101-643, eff. 6-18-20; 102-539, eff. 8-20-21.)

22 (105 ILCS 5/27-725) (was 105 ILCS 5/27-7)

23 Sec. 27-725. ~~27-7.~~ Physical education course of study. A
24 physical education course of study shall include a
25 developmentally planned and sequential curriculum that fosters

1 the development of movement skills, enhances health-related
2 fitness, increases students' knowledge, offers direct
3 opportunities to learn how to work cooperatively in a group
4 setting, and encourages healthy habits and attitudes for a
5 healthy lifestyle. A physical education course of study shall
6 provide students with an opportunity for an appropriate amount
7 of physical activity. A physical education course of study
8 must be part of the regular school curriculum and not
9 extra-curricular in nature or organization.

10 The State Board of Education shall prepare and make
11 available guidelines for the various grades and types of
12 schools in order to make effective the purposes set forth in
13 this Section and the requirements provided in Section 27-710
14 of this Code ~~27-6,~~ and shall see that the general provisions
15 and intent of Sections 21B-107, 22-105, and 27-705 through
16 27-725 of this Code ~~27-5 to 27-9, inclusive,~~ are enforced.

17 (Source: P.A. 100-465, eff. 8-31-17.)

18 (105 ILCS 5/prec. Sec. 27-805 heading new)

19 DRIVER EDUCATION

20 (105 ILCS 5/27-805) (was 105 ILCS 5/27-24)

21 Sec. 27-805. ~~27-24.~~ Short title. This Section and the
22 following Sections preceding Section 27-905 of this Code
23 Sections ~~27-24 through 27-24.10~~ of this Article are known and
24 may be cited as the Driver Education Act.

1 (Source: P.A. 98-756, eff. 7-16-14.)

2 (105 ILCS 5/27-810) (was 105 ILCS 5/27-24.1)

3 Sec. 27-810. ~~27-24.1.~~ Definitions. As used in the Driver
4 Education Act unless the context otherwise requires:

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

6 "Driver education course" and "course" means a course of
7 instruction in the use and operation of cars, including
8 instruction in the safe operation of cars and rules of the
9 road, the laws of this State relating to motor vehicles, and
10 law enforcement procedures during traffic stops, including
11 appropriate interactions with law enforcement officers, which
12 meets the minimum requirements of this Act and the rules and
13 regulations issued thereunder by the State Board and has been
14 approved by the State Board as meeting such requirements.

15 "Car" means a motor vehicle of the first division as
16 defined in the Illinois Vehicle Code.

17 "Motorcycle" or "motor driven cycle" means such a vehicle
18 as defined in the Illinois Vehicle Code.

19 "Driver's license" means any license or permit issued by
20 the Secretary of State under Chapter 6 of the Illinois Vehicle
21 Code.

22 "Distance learning program" means a program of study in
23 which all participating teachers and students do not
24 physically meet in the classroom and instead use the Internet,
25 email, or any other method other than the classroom to provide

1 instruction.

2 With reference to persons, the singular number includes
3 the plural and vice versa, and the masculine gender includes
4 the feminine.

5 (Source: P.A. 101-183, eff. 8-2-19; 102-455, eff. 1-1-22;
6 102-558, eff. 8-20-21.)

7 (105 ILCS 5/27-815) (was 105 ILCS 5/27-24.2)

8 Sec. 27-815. ~~27-24.2.~~ Safety education; driver education
9 course. Instruction shall be given in safety education in each
10 of grades one through 8, equivalent to one class period each
11 week, and any school district which maintains grades 9 through
12 12 shall offer a driver education course in any such school
13 which it operates. Its curriculum shall include content
14 dealing with Chapters 11, 12, 13, 15, and 16 of the Illinois
15 Vehicle Code, the rules adopted pursuant to those Chapters
16 insofar as they pertain to the operation of motor vehicles,
17 and the portions of the Litter Control Act relating to the
18 operation of motor vehicles. The course of instruction given
19 in grades 10 through 12 shall include an emphasis on the
20 development of knowledge, attitudes, habits, and skills
21 necessary for the safe operation of motor vehicles, including
22 motorcycles insofar as they can be taught in the classroom,
23 and instruction on distracted driving as a major traffic
24 safety issue. In addition, the course shall include
25 instruction on special hazards existing at and required safety

1 and driving precautions that must be observed at emergency
2 situations, highway construction and maintenance zones,
3 including worker safety in highway construction and
4 maintenance zones, and railroad crossings and the approaches
5 thereto. Beginning with the 2017-2018 school year, the course
6 shall also include instruction concerning law enforcement
7 procedures for traffic stops, including a demonstration of the
8 proper actions to be taken during a traffic stop and
9 appropriate interactions with law enforcement. The course of
10 instruction required of each eligible student at the high
11 school level shall consist of a minimum of 30 clock hours of
12 classroom instruction and a minimum of 6 clock hours of
13 individual behind-the-wheel instruction in a dual control car
14 on public roadways taught by a driver education instructor
15 endorsed by the State Board of Education. A school district's
16 decision to allow a student to take a portion of the driver
17 education course through a distance learning program must be
18 determined on a case-by-case basis and must be approved by the
19 school's administration, including the student's driver
20 education teacher, and the student's parent or guardian. Under
21 no circumstances may the student take the entire driver
22 education course through a distance learning program. Both the
23 classroom instruction part and the practice driving part of a
24 driver education course shall be open to a resident or
25 non-resident student attending a non-public school in the
26 district wherein the course is offered. Each student attending

1 any public or non-public high school in the district must
2 receive a passing grade in at least 8 courses during the
3 previous 2 semesters prior to enrolling in a driver education
4 course, or the student shall not be permitted to enroll in the
5 course; provided that the local superintendent of schools
6 (with respect to a student attending a public high school in
7 the district) or chief school administrator (with respect to a
8 student attending a non-public high school in the district)
9 may waive the requirement if the superintendent or chief
10 school administrator, as the case may be, deems it to be in the
11 best interest of the student. A student may be allowed to
12 commence the classroom instruction part of such driver
13 education course prior to reaching age 15 if such student then
14 will be eligible to complete the entire course within 12
15 months after being allowed to commence such classroom
16 instruction.

17 A school district may offer a driver education course in a
18 school by contracting with a commercial driver training school
19 to provide both the classroom instruction part and the
20 practice driving part or either one without having to request
21 a modification or waiver of administrative rules of the State
22 Board of Education if the school district approves the action
23 during a public hearing on whether to enter into a contract
24 with a commercial driver training school. The public hearing
25 shall be held at a regular or special school board meeting
26 prior to entering into such a contract. If a school district

1 chooses to approve a contract with a commercial driver
2 training school, then the district must provide evidence to
3 the State Board of Education that the commercial driver
4 training school with which it will contract holds a license
5 issued by the Secretary of State under Article IV of Chapter 6
6 of the Illinois Vehicle Code and that each instructor employed
7 by the commercial driver training school to provide
8 instruction to students served by the school district holds a
9 valid teaching license issued under the requirements of this
10 Code and rules of the State Board of Education. Such evidence
11 must include, but need not be limited to, a list of each
12 instructor assigned to teach students served by the school
13 district, which list shall include the instructor's name,
14 personal identification number as required by the State Board
15 of Education, birth date, and driver's license number. Once
16 the contract is entered into, the school district shall notify
17 the State Board of Education of any changes in the personnel
18 providing instruction either (i) within 15 calendar days after
19 an instructor leaves the program or (ii) before a new
20 instructor is hired. Such notification shall include the
21 instructor's name, personal identification number as required
22 by the State Board of Education, birth date, and driver's
23 license number. If the school district maintains an Internet
24 website, then the district shall post a copy of the final
25 contract between the district and the commercial driver
26 training school on the district's Internet website. If no

1 Internet website exists, then the school district shall make
2 available the contract upon request. A record of all materials
3 in relation to the contract must be maintained by the school
4 district and made available to parents and guardians upon
5 request. The instructor's date of birth and driver's license
6 number and any other personally identifying information as
7 deemed by the federal Driver's Privacy Protection Act of 1994
8 must be redacted from any public materials.

9 Such a course may be commenced immediately after the
10 completion of a prior course. Teachers of such courses shall
11 meet the licensure requirements of this Code and regulations
12 of the State Board as to qualifications. Except for a contract
13 with a Certified Driver Rehabilitation Specialist, a school
14 district that contracts with a third party to teach a driver
15 education course under this Section must ensure the teacher
16 meets the educator licensure and endorsement requirements
17 under Article 21B and must follow the same evaluation and
18 observation requirements that apply to non-tenured teachers
19 under Article 24A. The teacher evaluation must be conducted by
20 a school administrator employed by the school district and
21 must be submitted annually to the district superintendent and
22 all school board members for oversight purposes.

23 Subject to rules of the State Board of Education, the
24 school district may charge a reasonable fee, not to exceed
25 \$50, to students who participate in the course, unless a
26 student is unable to pay for such a course, in which event the

1 fee for such a student must be waived. However, the district
2 may increase this fee to an amount not to exceed \$250 by school
3 board resolution following a public hearing on the increase,
4 which increased fee must be waived for students who
5 participate in the course and are unable to pay for the course.
6 The total amount from driver education fees and reimbursement
7 from the State for driver education must not exceed the total
8 cost of the driver education program in any year and must be
9 deposited into the school district's driver education fund as
10 a separate line item budget entry. All moneys deposited into
11 the school district's driver education fund must be used
12 solely for the funding of a high school driver education
13 program approved by the State Board of Education that uses
14 driver education instructors endorsed by the State Board of
15 Education.

16 (Source: P.A. 102-558, eff. 8-20-21; 103-944, eff. 8-9-24.)

17 (105 ILCS 5/27-820) (was 105 ILCS 5/27-24.2a)

18 Sec. 27-820. ~~27-24.2a.~~ Non-public school driver education
19 course. Beginning with the 2017-2018 school year, any
20 non-public school's driver education course shall include
21 instruction concerning law enforcement procedures for traffic
22 stops, including a demonstration of the proper actions to be
23 taken during a traffic stop and appropriate interactions with
24 law enforcement.

25 (Source: P.A. 99-720, eff. 1-1-17.)

1 (105 ILCS 5/27-825) (was 105 ILCS 5/27-24.3)

2 Sec. 27-825. ~~27-24.3.~~ Reimbursement. In order for the
3 school district to receive reimbursement from the State as
4 hereinafter provided, the driver education course offered in
5 its schools shall consist of at least 30 clock hours of
6 classroom instruction and, subject to modification as
7 hereinafter allowed, at least 6 clock hours of practice
8 driving in a car having dual operating controls under direct
9 individual instruction.

10 (Source: P.A. 95-310, eff. 7-1-08.)

11 (105 ILCS 5/27-830) (was 105 ILCS 5/27-24.4)

12 Sec. 27-830. ~~27-24.4.~~ Reimbursement amount.

13 (a) Each school district shall be entitled to
14 reimbursement for each student who finishes either the
15 classroom instruction part or the practice driving part of a
16 driver education course that meets the minimum requirements of
17 this Act. Reimbursement under this Act is payable from the
18 Drivers Education Fund in the State treasury.

19 Each year all funds appropriated from the Drivers
20 Education Fund to the State Board of Education, with the
21 exception of those funds necessary for administrative purposes
22 of the State Board of Education, shall be distributed in the
23 manner provided in this paragraph to school districts by the
24 State Board of Education for reimbursement of claims from the

1 previous school year. As soon as may be after each quarter of
2 the year, if moneys are available in the Drivers Education
3 Fund in the State treasury for payments under this Section,
4 the State Comptroller shall draw his or her warrants upon the
5 State Treasurer as directed by the State Board of Education.
6 The warrant for each quarter shall be in an amount equal to
7 one-fourth of the total amount to be distributed to school
8 districts for the year. Payments shall be made to school
9 districts as soon as may be after receipt of the warrants.

10 The base reimbursement amount shall be calculated by the
11 State Board by dividing the total amount appropriated for
12 distribution by the total of: (a) the number of students who
13 have completed the classroom instruction part for whom valid
14 claims have been made times 0.2; plus (b) the number of
15 students who have completed the practice driving instruction
16 part for whom valid claims have been made times 0.8.

17 The amount of reimbursement to be distributed on each
18 claim shall be 0.2 times the base reimbursement amount for
19 each validly claimed student who has completed the classroom
20 instruction part, plus 0.8 times the base reimbursement amount
21 for each validly claimed student who has completed the
22 practice driving instruction part.

23 (b) The school district which is the residence of a
24 student who attends a nonpublic school in another district
25 that has furnished the driver education course shall reimburse
26 the district offering the course, the difference between the

1 actual per capita cost of giving the course the previous
2 school year and the amount reimbursed by the State, which, for
3 purposes of this subsection (b), shall be referred to as
4 "course cost". If the course cost offered by the student's
5 resident district is less than the course cost of the course in
6 the district where the nonpublic school is located, then the
7 student is responsible for paying the district that furnished
8 the course the difference between the 2 amounts. If a
9 nonpublic school student chooses to attend a driver's
10 education course in a school district besides the district
11 where the nonpublic school is located, then the student is
12 wholly responsible for the course cost; however, the nonpublic
13 school student may take the course in his or her resident
14 district on the same basis as public school students who are
15 enrolled in that district.

16 By April 1 the nonpublic school shall notify the district
17 offering the course of the names and district numbers of the
18 nonresident students desiring to take such course the next
19 school year. The district offering such course shall notify
20 the district of residence of those students affected by April
21 15. The school district furnishing the course may claim the
22 nonresident student for the purpose of making a claim for
23 State reimbursement under this Act.

24 (Source: P.A. 96-734, eff. 8-25-09; 97-1025, eff. 1-1-13.)

25 (105 ILCS 5/27-835) (was 105 ILCS 5/27-24.5)

1 Sec. 27-835. ~~27-24.5.~~ Submission of claims. The district
2 shall report on forms prescribed by the State Board, on an
3 ongoing basis, a list of students by name, birth date and sex,
4 with the date the behind-the-wheel instruction or the
5 classroom instruction or both were completed and with the
6 status of the course completion.

7 The State shall not reimburse any district for any student
8 who has repeated any part of the course more than once or who
9 did not meet the age requirements of this Act during the period
10 that the student was instructed in any part of the drivers
11 education course.

12 (Source: P.A. 96-734, eff. 8-25-09.)

13 (105 ILCS 5/27-840) (was 105 ILCS 5/27-24.6)

14 Sec. 27-840. ~~27-24.6.~~ Attendance records. The school board
15 shall require the teachers of drivers education courses to
16 keep daily attendance records for students attending such
17 courses in the same manner as is prescribed in Section 24-18 of
18 this Act and such records shall be used to prepare and certify
19 claims made under the Driver Education Act. Claims for
20 reimbursement shall be made under oath or affirmation of the
21 chief school administrator for the district employed by the
22 school board or authorized driver education personnel employed
23 by the school board.

24 Whoever submits a false claim under the Driver Education
25 Act or makes a false record upon which a claim is based shall

1 be fined in an amount equal to the sum falsely claimed.

2 (Source: P.A. 96-734, eff. 8-25-09.)

3 (105 ILCS 5/27-845) (was 105 ILCS 5/27-24.7)

4 Sec. 27-845. ~~27-24.7.~~ School Code ~~code~~ to apply. The
5 provisions of this Code ~~Act~~ not inconsistent with the
6 provisions of the Driver Education Act shall apply to the
7 conduct of instruction offered by a school district under the
8 provisions of the Driver Education Act.

9 (Source: Laws 1961, p. 31.)

10 (105 ILCS 5/27-850) (was 105 ILCS 5/27-24.8)

11 Sec. 27-850. ~~27-24.8.~~ Rules and regulations. The State
12 Board may promulgate rules and regulations not inconsistent
13 with the provisions of the Driver Education Act for the
14 administration of the Driver Education Act.

15 (Source: P.A. 81-1508.)

16 (105 ILCS 5/27-855) (was 105 ILCS 5/27-24.9)

17 Sec. 27-855. ~~27-24.9.~~ Driver education standards. The
18 State Board of Education, in consultation with the Secretary
19 of State, an association representing teachers of driver
20 education, students, education practitioners, including, but
21 not limited to, teachers in colleges of education,
22 administrators, and regional superintendents of schools, shall
23 adopt rigorous learning standards for the classroom and

1 laboratory phases of driver education for novice teen drivers
2 under the age of 18 years, including, but not limited to, the
3 Novice Teen Driver Education and Training Administrative
4 Standards developed and written by the Association of National
5 Stakeholders in Traffic Safety Education in affiliation with
6 the National Highway Transportation Safety Administration. The
7 national learning standards may be adapted to meet Illinois
8 licensing and educational requirements, including classroom
9 and behind-the-wheel hours and the cognitive, physiological,
10 and psychological aspects of the safe operation of a motor
11 vehicle and equipment of motor vehicles. As the national
12 standards are updated, the Board shall update these learning
13 standards.

14 (Source: P.A. 102-951, eff. 1-1-23.)

15 (105 ILCS 5/27-860) (was 105 ILCS 5/27-24.10)

16 Sec. 27-860. ~~27-24.10.~~ Cost report. The State Board of
17 Education shall annually prepare a report to be posted on the
18 State Board's Internet website that indicates the approximate
19 per capita driver education cost for each school district
20 required to provide driver education. This report, compiled
21 each spring from data reported the previous school year, shall
22 be computed from expenditure data for driver education
23 submitted by school districts on the annual financial
24 statements required pursuant to Section 3-15.1 of this Code
25 and the number of students provided driver education for that

1 school year, as required to be reported under Section 27-835
2 ~~27-24.5~~ of this Code.

3 (Source: P.A. 97-1025, eff. 1-1-13.)

4 (105 ILCS 5/prec. Sec. 27-905 heading new)

5 SUMMER SCHOOL

6 (105 ILCS 5/27-905) (was 105 ILCS 5/27-22.1)

7 Sec. 27-905. ~~27-22.1.~~ Summer school; required ~~school~~
8 ~~required~~ instructional time. Each course offered for high
9 school graduation credit during summer school or any period of
10 the calendar year not embraced within the regular school year,
11 whether or not such course must be successfully completed as a
12 prerequisite to receiving a high school diploma and whether or
13 not such course if successfully completed would be included in
14 the minimum units of credit required by regulation of the
15 State Board of Education for high school graduation, shall
16 provide no fewer than 60 hours of classroom instruction for
17 the equivalent of one semester of high school course credit.

18 (Source: P.A. 85-839.)

19 (105 ILCS 5/prec. Sec. 27-1005 heading new)

20 PERMISSIVE CURRICULUM

21 (105 ILCS 5/27-1005 new)

22 Sec. 27-1005. General permissive education. No school is

1 required to administer any curriculum or instruction contained
2 in the following Sections of this Article. The curriculum and
3 instruction contained in the following Sections of this
4 Article are entirely permissive. However, if an eligible
5 entity chooses to administer the curriculum or instruction in
6 any of the following Sections of this Article, then the entity
7 shall follow all requirements listed in the appropriate
8 Section. The State Board of Education shall abide by all
9 requirements of each of the following Sections of this
10 Article.

11 (105 ILCS 5/27-1010) (was 105 ILCS 5/27-9.1b)

12 Sec. 27-1010. 27-9.1b. Consent education.

13 (a) In this Section:

14 "Age and developmentally appropriate" has the meaning
15 ascribed to that term in Section 27-1015 of this Code 27-9.1a.

16 "Consent" has the meaning ascribed to that term in Section
17 27-1015 of this Code 27-9.1a.

18 (b) A school district may provide age and developmentally
19 appropriate consent education in kindergarten through the 12th
20 grade.

21 (1) In kindergarten through the 5th grade, instruction
22 and materials shall include age and developmentally
23 appropriate instruction on consent and how to give and
24 receive consent, including a discussion that includes, but
25 is not limited to, all of the following:

1 (A) Setting appropriate physical boundaries with
2 others.

3 (B) Respecting the physical boundaries of others.

4 (C) The right to refuse to engage in behaviors or
5 activities that are uncomfortable or unsafe.

6 (D) Dealing with unwanted physical contact.

7 (E) Helping a peer deal with unwanted physical
8 contact.

9 (2) In the 6th through 12th grades, instruction and
10 materials shall include age and developmentally
11 appropriate instruction on consent and how to give and
12 receive consent, including a discussion that includes, but
13 is not limited to, all of the following:

14 (A) That consent is a freely given agreement to
15 sexual activity.

16 (B) That consent to one particular sexual activity
17 does not constitute consent to other types of sexual
18 activities.

19 (C) That a person's lack of verbal or physical
20 resistance or submission resulting from the use or
21 threat of force does not constitute consent.

22 (D) That a person's manner of dress does not
23 constitute consent.

24 (E) That a person's consent to past sexual
25 activity does not constitute consent to future sexual
26 activity.

1 (F) That a person's consent to engage in sexual
2 activity with one person does not constitute consent
3 to engage in sexual activity with another person.

4 (G) That a person can withdraw consent at any
5 time.

6 (H) That a person cannot consent to sexual
7 activity if that person is unable to understand the
8 nature of the activity or give knowing consent due to
9 certain circumstances that include, but are not
10 limited to:

11 (i) the person is incapacitated due to the use
12 or influence of alcohol or drugs;

13 (ii) the person is asleep or unconscious;

14 (iii) the person is a minor; or

15 (iv) the person is incapacitated due to a
16 mental disability.

17 (I) The legal age of consent in this State.

18 (Source: P.A. 102-522, eff. 8-20-21.)

19 (105 ILCS 5/27-1015) (was 105 ILCS 5/27-9.1a)

20 Sec. 27-1015. ~~27-9.1a.~~ Comprehensive personal health and
21 safety and comprehensive sexual health education.

22 (a) In this Section:

23 "Adapt" means to modify an evidence-based or
24 evidence-informed program model for use with a particular
25 demographic, ethnic, linguistic, or cultural group.

1 "Age and developmentally appropriate" means suitable to
2 particular ages or age groups of children and adolescents,
3 based on the developing cognitive, emotional, and behavioral
4 capacity typical for the age or age group.

5 "Characteristics of effective programs" includes
6 development, content, and implementation of such programs that
7 (i) have been shown to be effective in terms of increasing
8 knowledge, clarifying values and attitudes, increasing skills,
9 and impacting behavior, (ii) are widely recognized by leading
10 medical and public health agencies to be effective in changing
11 sexual behaviors that lead to sexually transmitted infections,
12 including HIV, unintended pregnancy, interpersonal violence,
13 and sexual violence among young people, and (iii) are taught
14 by professionals who provide a safe learning space, free from
15 shame, stigma, and ideology and are trained in trauma-informed
16 teaching methodologies.

17 "Complete" means information that aligns with the National
18 Sex Education Standards, including information on consent and
19 healthy relationships, anatomy and physiology, puberty and
20 adolescent sexual development, gender identity and expression,
21 sexual orientation and identity, sexual health, and
22 interpersonal violence.

23 "Comprehensive personal health and safety education" means
24 age and developmentally appropriate education that aligns with
25 the National Sex Education Standards, including information on
26 consent and healthy relationships, anatomy and physiology,

1 puberty and adolescent sexual development, gender identity and
2 expression, sexual orientation and identity, sexual health,
3 and interpersonal violence.

4 "Comprehensive sexual health education" means age and
5 developmentally appropriate education that aligns with the
6 National Sex Education Standards, including information on
7 consent and healthy relationships, anatomy and physiology,
8 puberty and adolescent sexual development, gender identity and
9 expression, sexual orientation and identity, sexual health,
10 and interpersonal violence.

11 "Consent" means an affirmative, knowing, conscious,
12 ongoing, and voluntary agreement to engage in interpersonal,
13 physical, or sexual activity, which can be revoked at any
14 point, including during the course of interpersonal, physical,
15 or sexual activity.

16 "Culturally appropriate" means affirming culturally
17 diverse individuals, families, and communities in an
18 inclusive, respectful, and effective manner, including
19 materials and instruction that are inclusive of race,
20 ethnicity, language, cultural background, immigration status,
21 religion, disability, gender, gender identity, gender
22 expression, sexual orientation, and sexual behavior.

23 "Evidence-based program" means a program for which
24 systematic, empirical research or evaluation has provided
25 evidence of effectiveness.

26 "Evidence-informed program" means a program that uses the

1 best available research and practice knowledge to guide
2 program design and implementation.

3 "Gender stereotype" means a generalized view or
4 preconception about what attributes, characteristics, or roles
5 are or ought to be taught, possessed by, or performed by people
6 based on their gender identity.

7 "Healthy relationships" means relationships between
8 individuals that consist of mutual respect, trust, honesty,
9 support, fairness, equity, separate identities, physical and
10 emotional safety, and good communication.

11 "Identity" means people's understanding of how they
12 identify their sexual orientation, gender, gender identity, or
13 gender expression without stereotypes, shame, or stigma.

14 "Inclusive" means inclusion of marginalized communities
15 that include, but are not limited to, people of color,
16 immigrants, people of diverse sexual orientations, gender
17 identities, and gender expressions, people who are intersex,
18 people with disabilities, people who have experienced
19 interpersonal or sexual violence, and others.

20 "Interpersonal violence" means violent behavior used to
21 establish power and control over another person.

22 "Medically accurate" means verified or supported by the
23 weight of research conducted in compliance with accepted
24 scientific methods and published in peer-reviewed journals, if
25 applicable, or comprising information recognized as accurate
26 and objective.

1 "Pre-exposure Prophylaxis (PrEP)" means medications
2 approved by the federal Food and Drug Administration (FDA) and
3 recommended by the United States Public Health Service or the
4 federal Centers for Disease Control and Prevention for HIV
5 pre-exposure prophylaxis and related pre-exposure prophylaxis
6 services, including, but not limited to, HIV and sexually
7 transmitted infection screening, treatment for sexually
8 transmitted infections, medical monitoring, laboratory
9 services, and sexual health counseling, to reduce the
10 likelihood of HIV infection for individuals who are not living
11 with HIV but are vulnerable to HIV exposure.

12 "Post-exposure Prophylaxis (PeP)" means the medications
13 that are recommended by the federal Centers for Disease
14 Control and Prevention and other public health authorities to
15 help prevent HIV infection after potential occupational or
16 non-occupational HIV exposure.

17 "Sexual violence" means discrimination, bullying,
18 harassment, including sexual harassment, sexual abuse, sexual
19 assault, intimate partner violence, incest, rape, and human
20 trafficking.

21 "Trauma informed" means to address vital information about
22 sexuality and well-being that takes into consideration how
23 adverse life experiences may potentially influence a person's
24 well-being and decision making.

25 (b) All classes that teach comprehensive personal health
26 and safety and comprehensive sexual health education shall

1 satisfy the following criteria:

2 (1) Course material and instruction shall be age and
3 developmentally appropriate, medically accurate,
4 complete, culturally appropriate, inclusive, and trauma
5 informed.

6 (2) Course material and instruction shall replicate
7 evidence-based or evidence-informed programs or
8 substantially incorporate elements of evidence-based
9 programs or evidence-informed programs or characteristics
10 of effective programs.

11 (3) Course material and instruction shall be inclusive
12 and sensitive to the needs of students based on their
13 status as pregnant or parenting, living with STIs,
14 including HIV, sexually active, asexual, or intersex or
15 based on their gender, gender identity, gender expression,
16 sexual orientation, sexual behavior, or disability.

17 (4) Course material and instruction shall be
18 accessible to students with disabilities, which may
19 include the use of a modified curriculum, materials,
20 instruction in alternative formats, assistive technology,
21 and auxiliary aids.

22 (5) Course material and instruction shall help
23 students develop self-advocacy skills for effective
24 communication with parents or guardians, health and social
25 service professionals, other trusted adults, and peers
26 about sexual health and relationships.

1 (6) Course material and instruction shall provide
2 information to help students develop skills for developing
3 healthy relationships and preventing and dealing with
4 interpersonal violence and sexual violence.

5 (7) Course material and instruction shall provide
6 information to help students safely use the Internet,
7 including social media, dating or relationship websites or
8 applications, and texting.

9 (8) Course material and instruction shall provide
10 information about local resources where students can
11 obtain additional information and confidential services
12 related to parenting, bullying, interpersonal violence,
13 sexual violence, suicide prevention, sexual and
14 reproductive health, mental health, substance abuse,
15 sexual orientation, gender identity, gender expression,
16 and other related issues.

17 (9) Course material and instruction shall include
18 information about State laws related to minor
19 confidentiality and minor consent, including exceptions,
20 consent education, mandated reporting of child abuse and
21 neglect, the safe relinquishment of a newborn child,
22 minors' access to confidential health care and related
23 services, school policies addressing the prevention of and
24 response to interpersonal and sexual violence, school
25 breastfeeding accommodations, and school policies
26 addressing the prevention of and response to sexual

1 harassment.

2 (10) Course material and instruction may not reflect
3 or promote bias against any person on the basis of the
4 person's race, ethnicity, language, cultural background,
5 citizenship, religion, HIV status, family structure,
6 disability, gender, gender identity, gender expression,
7 sexual orientation, or sexual behavior.

8 (11) Course material and instruction may not employ
9 gender stereotypes.

10 (12) Course material and instruction shall be
11 inclusive of and may not be insensitive or unresponsive to
12 the needs of survivors of interpersonal violence and
13 sexual violence.

14 (13) Course material and instruction may not
15 proselytize any religious doctrine.

16 (14) Course material and instruction may not
17 deliberately withhold health-promoting or life-saving
18 information about culturally appropriate health care and
19 services, including reproductive health services, hormone
20 therapy, and FDA-approved treatments and options,
21 including, but not limited to, Pre-exposure Prophylaxis
22 (PrEP) and Post-exposure Prophylaxis (PeP).

23 (15) Course material and instruction may not be
24 inconsistent with the ethical imperatives of medicine and
25 public health.

26 (c) A school may utilize guest lecturers or resource

1 persons to provide instruction or presentations in accordance
2 with Section 10-22.34b. Comprehensive personal health and
3 safety and comprehensive sexual health education instruction
4 and materials provided by guest lecturers or resource persons
5 may not conflict with the provisions of this Section.

6 (d) No student shall be required to take or participate in
7 any class or course in comprehensive personal health and
8 safety and comprehensive sexual health education. A student's
9 parent or guardian may opt the student out of comprehensive
10 personal health and safety and comprehensive sexual health
11 education by submitting the request in writing. Refusal to
12 take or participate in such a course or program may not be a
13 reason for disciplinary action, academic penalty, suspension,
14 or expulsion or any other sanction of a student. A school
15 district may not require active parental consent for
16 comprehensive personal health and safety and comprehensive
17 sexual health education.

18 (e) An opportunity shall be afforded to individuals,
19 including parents or guardians, to review the scope and
20 sequence of instructional materials to be used in a class or
21 course under this Section, either electronically or in person.
22 A school district shall annually post, on its Internet website
23 if one exists, which curriculum is used to provide
24 comprehensive personal health and safety and comprehensive
25 sexual health education and the name and contact information,
26 including an email address, of school personnel who can

1 respond to inquiries about instruction and materials.

2 (f) On or before August 1, 2022, the State Board of
3 Education, in consultation with youth, parents, sexual health
4 and violence prevention experts, health care providers,
5 advocates, and education practitioners, including, but not
6 limited to, administrators, regional superintendents of
7 schools, teachers, and school support personnel, shall develop
8 and adopt rigorous learning standards in the area of
9 comprehensive personal health and safety education for pupils
10 in kindergarten through the 5th grade and comprehensive sexual
11 health education for pupils in the 6th through 12th grades,
12 including, but not limited to, all of the National Sex
13 Education Standards, including information on consent and
14 healthy relationships, anatomy and physiology, puberty and
15 adolescent sexual development, gender identity and expression,
16 sexual orientation and identity, sexual health, and
17 interpersonal violence, as authored by the Future of Sex
18 Education Initiative. As the National Sex Education Standards
19 are updated, the State Board of Education shall update these
20 learning standards.

21 (g) By no later than August 1, 2022, the State Board of
22 Education shall make available resource materials developed in
23 consultation with stakeholders, with the cooperation and input
24 of experts that provide and entities that promote age and
25 developmentally appropriate, medically accurate, complete,
26 culturally appropriate, inclusive, and trauma-informed

1 comprehensive personal health and safety and comprehensive
2 sexual health education policy. Materials may include, without
3 limitation, model comprehensive personal health and safety and
4 comprehensive sexual health education resources and programs.
5 The State Board of Education shall make these resource
6 materials available on its Internet website, in a clearly
7 identified and easily accessible place.

8 (h) Schools may choose and adapt the age and
9 developmentally appropriate, medically accurate, complete,
10 culturally appropriate, inclusive, and trauma-informed
11 comprehensive personal health and safety and comprehensive
12 sexual health education curriculum that meets the specific
13 needs of their community. All instruction and materials,
14 including materials provided or presented by outside
15 consultants, community groups, or organizations, may not
16 conflict with the provisions of this Section.

17 (i) The State Board of Education shall, through existing
18 reporting mechanisms if available, direct each school district
19 to identify the following:

20 (1) if instruction on comprehensive personal health
21 and safety and comprehensive sexual health education is
22 provided;

23 (2) whether the instruction was provided by a teacher
24 in the school, a consultant, or a community group or
25 organization and specify the name of the outside
26 consultant, community group, or organization;

- 1 (3) the number of students receiving instruction;
- 2 (4) the number of students excused from instruction;
- 3 and
- 4 (5) the duration of instruction.

5 The State Board of Education shall report the results of
6 this inquiry to the General Assembly annually, for a period of
7 5 years beginning one year after the effective date of this
8 amendatory Act of the 102nd General Assembly.

9 (Source: P.A. 102-522, eff. 8-20-21.)

10 (105 ILCS 5/27-1020) (was 105 ILCS 5/27-17)

11 Sec. 27-1020. ~~27-17~~. Safety education. School boards of
12 public schools and all boards in charge of educational
13 institutions supported wholly or partially by the State may
14 provide instruction in safety education in all grades and
15 include such instruction in the courses of study regularly
16 taught therein.

17 In this Section, "safety education" means and includes
18 instruction in the following:

- 19 1. automobile safety, including traffic regulations,
20 highway safety, and the consequences of alcohol
21 consumption and the operation of a motor vehicle;
- 22 2. safety in the home, including safe gun storage;
- 23 3. safety in connection with recreational activities;
- 24 4. safety in and around school buildings;
- 25 5. safety in connection with vocational work or

1 training;

2 6. cardio-pulmonary resuscitation for students
3 enrolled in grades 9 through 11;

4 7. for students enrolled in grades 6 through 8,
5 cardio-pulmonary resuscitation and how to use an automated
6 external defibrillator by watching a training video on
7 those subjects; and

8 8. for students enrolled in prekindergarten through
9 grade 6, water safety that incorporates evidence-based
10 water safety instructional materials and resources.

11 ~~Such boards may make suitable provisions in the schools~~
12 ~~and institutions under their jurisdiction for instruction in~~
13 ~~safety education for not less than 16 hours during each school~~
14 ~~year.~~

15 ~~The curriculum in all educator preparation programs~~
16 ~~approved by the State Educator Preparation and Licensure Board~~
17 ~~shall contain instruction in safety education for teachers~~
18 ~~that is appropriate to the grade level of the educator~~
19 ~~license. This instruction may be by specific courses in safety~~
20 ~~education or may be incorporated in existing subjects taught~~
21 ~~in the educator preparation program.~~

22 (Source: P.A. 102-971, eff. 1-1-23; 103-567, eff. 12-8-23.)

23 (105 ILCS 5/27-1025) (was 105 ILCS 5/27-20.1)

24 Sec. 27-1025. ~~27-20.1~~. Illinois Law Week. The first full
25 school week in May is designated "Illinois Law Week". During

1 that week, the public schools may devote appropriate time,
2 instruction, study, and exercises in the procedures of the
3 legislature and the enactment of laws, the courts and the
4 administration of justice, the police and the enforcement of
5 law, citizen responsibilities, and other principles and ideals
6 to promote the importance of government under law in the
7 State.

8 (Source: P.A. 92-85, eff. 7-12-01.)

9 (105 ILCS 5/27-1030) (was 105 ILCS 5/27-20.6)

10 Sec. 27-1030. ~~27-20.6~~. "Irish Famine" study. Every public
11 elementary school and high school may include in its
12 curriculum a unit of instruction studying the causes and
13 effects of mass starvation in mid-19th century Ireland. This
14 period in world history is known as the "Irish Famine", in
15 which millions of Irish died or emigrated. The study of this
16 material is a reaffirmation of the commitment of free people
17 of all nations to eradicate the causes of famine that exist in
18 the modern world.

19 The State Superintendent of Education may prepare and make
20 available to all school boards instructional materials that
21 may be used as guidelines for development of a unit of
22 instruction under this Section; provided, however, that each
23 school board shall itself determine the minimum amount of
24 instruction time that shall qualify as a unit of instruction
25 satisfying the requirements of this Section.

1 (Source: P.A. 95-331, eff. 8-21-07.)

2 (105 ILCS 5/27-1035) (was 105 ILCS 5/27-22.3)

3 Sec. 27-1035. ~~27-22.3.~~ Volunteer service credit program.

4 (a) A school district may establish a volunteer service
5 credit program that enables secondary school students to earn
6 credit towards graduation through performance of community
7 service. This community service may include participation in
8 the organization of a high school or community blood drive or
9 other blood donor recruitment campaign. Any program so
10 established shall begin with students entering grade 9 in the
11 1993-1994 school year or later. The amount of credit given for
12 program participation shall not exceed that given for
13 completion of one semester of language arts, math, science or
14 social studies.

15 (b) Any community service performed as part of a course
16 for which credit is given towards graduation shall not qualify
17 under a volunteer service credit program. Any service for
18 which a student is paid shall not qualify under a volunteer
19 service credit program. Any community work assigned as a
20 disciplinary measure shall not qualify under a volunteer
21 service credit program.

22 (c) School districts that establish volunteer service
23 credit programs shall establish any necessary rules,
24 regulations and procedures.

25 (Source: P.A. 93-547, eff. 8-19-03.)

1 (105 ILCS 5/27-1040) (was 105 ILCS 5/27-23.1)

2 Sec. 27-1040. ~~27-23.1.~~ Parenting education.

3 (a) The State Board of Education must assist each school
4 district that offers an evidence-based parenting education
5 model. School districts may provide instruction in parenting
6 education for grades 6 through 12 and include such instruction
7 in the courses of study regularly taught therein. School
8 districts may give regular school credit for satisfactory
9 completion by the student of such courses.

10 As used in this subsection (a), "parenting education"
11 means and includes instruction in the following:

12 (1) Child growth and development, including prenatal
13 development.

14 (2) Childbirth and child care.

15 (3) Family structure, function, and management.

16 (4) Prenatal and postnatal care for mothers and
17 infants.

18 (5) Prevention of child abuse.

19 (6) The physical, mental, emotional, social, economic,
20 and psychological aspects of interpersonal and family
21 relationships.

22 (7) Parenting skill development.

23 The State Board of Education shall assist those districts
24 offering parenting education instruction, upon request, in
25 developing instructional materials, training teachers, and

1 establishing appropriate time allotments for each of the areas
2 included in such instruction.

3 School districts may offer parenting education courses
4 during that period of the day which is not part of the regular
5 school day. Residents of the school district may enroll in
6 such courses. The school board may establish fees and collect
7 such charges as may be necessary for attendance at such
8 courses in an amount not to exceed the per capita cost of the
9 operation thereof, except that the board may waive all or part
10 of such charges if it determines that the individual is
11 indigent or that the educational needs of the individual
12 requires his or her attendance at such courses.

13 (b) Beginning with the 2019-2020 school year, from
14 appropriations made for the purposes of this Section, the
15 State Board of Education shall implement and administer a
16 7-year pilot program supporting the health and wellness
17 student-learning requirement by utilizing a unit of
18 instruction on parenting education in participating school
19 districts that maintain grades 9 through 12, to be determined
20 by the participating school districts. The program is
21 encouraged to include, but is not limited to, instruction on
22 (i) family structure, function, and management, (ii) the
23 prevention of child abuse, (iii) the physical, mental,
24 emotional, social, economic, and psychological aspects of
25 interpersonal and family relationships, and (iv) parenting
26 education competency development that is aligned to the social

1 and emotional learning standards of the student's grade level.
2 Instruction under this subsection (b) may be included in the
3 comprehensive health education program ~~Comprehensive Health~~
4 ~~Education Program~~ set forth under Section 22-115 of this Code
5 ~~3 of the Critical Health Problems and Comprehensive Health~~
6 ~~Education Act~~. The State Board of Education is authorized to
7 make grants to school districts that apply to participate in
8 the pilot program under this subsection (b). The provisions of
9 this subsection (b), other than this sentence, are inoperative
10 at the conclusion of the pilot program.

11 (Source: P.A. 103-8, eff. 6-7-23; 103-175, eff. 6-30-23;
12 103-605, eff. 7-1-24.)

13 (105 ILCS 5/27-1045) (was 105 ILCS 5/27-23.5)

14 Sec. 27-1045. ~~27-23.5~~. Organ/tissue and blood donor and
15 transplantation programs. Each school district that maintains
16 grades 9 and 10 may include in its curriculum and teach to the
17 students of either such grade one unit of instruction on
18 organ/tissue and blood donor and transplantation programs. No
19 student shall be required to take or participate in
20 instruction on organ/tissue and blood donor and
21 transplantation programs if a parent or guardian files written
22 objection thereto on constitutional grounds, and refusal to
23 take or participate in such instruction on those grounds shall
24 not be reason for suspension or expulsion of a student or
25 result in any academic penalty.

1 The regional superintendent of schools in which a school
2 district that maintains grades 9 and 10 is located shall
3 obtain and distribute to each school that maintains grades 9
4 and 10 in his or her district information and data, including
5 instructional materials provided at no cost by America's Blood
6 Centers, the American Red Cross, and Gift of Hope, that may be
7 used by the school in developing a unit of instruction under
8 this Section. However, each school board shall determine the
9 minimum amount of instructional time that shall qualify as a
10 unit of instruction satisfying the requirements of this
11 Section.

12 (Source: P.A. 95-331, eff. 8-21-07.)

13 (105 ILCS 5/27-1050) (was 105 ILCS 5/27-23.6)

14 Sec. 27-1050. ~~27-23.6.~~ Anti-bias education.

15 (a) The General Assembly finds that there is a significant
16 increase in violence in the schools and that much of that
17 violence is the result of intergroup tensions. The General
18 Assembly further finds that anti-bias education and intergroup
19 conflict resolution are effective methods for preventing
20 violence and lessening tensions in the schools and that these
21 methods are most effective when they are respectful of
22 individuals and their divergent viewpoints and religious
23 beliefs, which are protected by the First Amendment to the
24 Constitution of the United States.

25 (b) Beginning with the 2002-2003 school year, public

1 elementary and secondary schools may incorporate activities to
2 address intergroup conflict, with the objectives of improving
3 intergroup relations on and beyond the school campus, defusing
4 intergroup tensions, and promoting peaceful resolution of
5 conflict. The activities must be respectful of individuals and
6 their divergent viewpoints and religious beliefs, which are
7 protected by the First Amendment to the Constitution of the
8 United States.

9 (c) A school board that adopts a policy to incorporate
10 activities to address intergroup conflict as authorized under
11 subsection (b) of this Section shall make information
12 available to the public that describes the manner in which the
13 board has implemented the authority granted to it in this
14 Section. The means for disseminating this information (i)
15 shall include posting the information on the school district's
16 Internet web site, if any, and making the information
17 available, upon request, in district offices, and (ii) may
18 include without limitation incorporating the information in a
19 student handbook and including the information in a district
20 newsletter.

21 (Source: P.A. 103-542, eff. 7-1-24 (see Section 905 of P.A.
22 103-563 for effective date of P.A. 103-542).)

23 (105 ILCS 5/27-1055) (was 105 ILCS 5/27-23.10)

24 Sec. 27-1055. ~~27-23.10.~~ Gang resistance education and
25 training.

1 (a) The General Assembly finds that the instance of youth
2 delinquent gangs continues to rise on a statewide basis. Given
3 the higher rates of criminal offending among gang members, as
4 well as the availability of increasingly lethal weapons, the
5 level of criminal activity by gang members has taken on new
6 importance for law enforcement agencies, schools, the
7 community, and prevention efforts.

8 (b) As used in this Section:

9 "Gang resistance education and training" means and
10 includes instruction in, without limitation, each of the
11 following subject matters when accompanied by a stated
12 objective of reducing gang activity and educating children in
13 grades K through 12 about the consequences of gang
14 involvement:

- 15 (1) conflict resolution;
- 16 (2) cultural sensitivity;
- 17 (3) personal goal setting; and
- 18 (4) resisting peer pressure.

19 (c) Each school district and non-public, non-sectarian
20 elementary or secondary school in this State may make suitable
21 provisions for instruction in gang resistance education in all
22 grades and include that instruction in the courses of study
23 regularly taught in those grades. For the purposes of gang
24 resistance education, a school board or the governing body of
25 a non-public, non-sectarian elementary or secondary school
26 must collaborate with State and local law enforcement

1 agencies. The State Board of Education may assist in the
2 development of instructional materials and teacher training in
3 relation to gang resistance education and training.

4 (Source: P.A. 103-542, eff. 7-1-24 (see Section 905 of P.A.
5 103-563 for effective date of P.A. 103-542).)

6 (105 ILCS 5/27-1060) (was 105 ILCS 5/27-23.13)

7 Sec. 27-1060. ~~27-23.13.~~ Hunting safety. A school district
8 may offer its students a course on hunting safety as part of
9 its curriculum during the school day or as part of an
10 after-school program. The State Board of Education may prepare
11 and make available to school boards resources on hunting
12 safety that may be used as guidelines for the development of a
13 course under this Section.

14 (Source: P.A. 101-152, eff. 7-26-19; 102-558, eff. 8-20-21.)

15 (105 ILCS 5/27-1065) (was 105 ILCS 5/27-23.14)

16 Sec. 27-1065. ~~27-23.14.~~ Workplace preparation course. A
17 school district that maintains any of grades 9 through 12 may
18 include in its high school curriculum a unit of instruction on
19 workplace preparation that covers legal protections in the
20 workplace, including protection against sexual harassment and
21 racial and other forms of discrimination and other protections
22 for employees. A school board may determine the minimum amount
23 of instruction time that qualifies as a unit of instruction
24 under this Section.

1 (Source: P.A. 101-347, eff. 1-1-20; 102-558, eff. 8-20-21.)

2 (105 ILCS 5/27-1070) (was 105 ILCS 5/27-23.16)

3 Sec. 27-1070. ~~27-23.16.~~ Study of the process of
4 naturalization. Every public high school may include in its
5 curriculum a unit of instruction about the process of
6 naturalization by which a foreign citizen or foreign national
7 becomes a U.S. citizen. The course of instruction shall
8 include content from the components of the naturalization test
9 administered by the U.S. Citizenship and Immigration Services.
10 Each school board shall determine the minimum amount of
11 instructional time under this Section.

12 (Source: P.A. 102-472, eff. 8-20-21; 102-813, eff. 5-13-22.)

13 (105 ILCS 5/27-1075) (was 105 ILCS 5/27-23.17)

14 Sec. 27-1075. ~~27-23.17.~~ Workplace Readiness Week.

15 (a) Beginning with the 2024-2025 school year, all public
16 high schools, including charter schools, may designate and
17 annually observe a week known as "Workplace Readiness Week".
18 During that week, students shall be provided information on
19 their rights as workers. The topics covered shall include, but
20 are not limited to, local, State, and federal laws regarding
21 each of the following areas and shall include the labor
22 movement's role in winning the protections and benefits
23 described in those areas:

24 (1) Prohibitions against misclassification of

1 employees as independent contractors.

2 (2) Child labor.

3 (3) Wage and hour protections.

4 (4) Worker safety.

5 (5) Workers' compensation.

6 (6) Unemployment insurance.

7 (7) Paid sick leave and paid family leave.

8 (8) The right to organize a union in the workplace.

9 (9) Prohibitions against retaliation by employers when
10 workers exercise their rights as workers or any other
11 rights guaranteed by law.

12 During Workplace Readiness Week, students shall also be
13 provided information introducing them to State-approved
14 apprenticeship programs, how to access them, the variety of
15 programs available, and how they can provide an alternative
16 career path for those students who choose not to attend a
17 traditional higher education program.

18 (b) If a school observes Workplace Readiness Week under
19 this Section, then, for students in grades 11 and 12, the
20 information required to be provided in subsection (a) shall be
21 integrated into the regular school program but may also be
22 provided during special events after regular school hours.
23 Integration into the regular school program is encouraged, but
24 not required, to occur during Workplace Readiness Week.

25 (Source: P.A. 103-598, eff. 7-1-24.)

1 (105 ILCS 5/27-1080) (was 105 ILCS 5/27-23.17)

2 Sec. 27-1080. ~~27-23.17.~~ Relaxation activities. Each school
3 district may provide to students, in addition to and not
4 substituting recess, at least 20 minutes a week of relaxation
5 activities to enhance the mental and physical health of
6 students as part of the school day. Relaxation activities may
7 include, but are not limited to, mindful-based movements,
8 yoga, stretching, meditation, breathing exercises, guided
9 relaxation techniques, quiet time, walking, in-person
10 conversation, and other stress-relieving activities. A school
11 district may partner with public and private community
12 organizations to provide relaxation activities. These
13 activities may take place in a physical education class,
14 social-emotional learning class, or student-support or
15 advisory class or as a part of another similar class,
16 including a new class.

17 (Source: P.A. 103-764, eff. 1-1-25; revised 12-3-24.)

18 (105 ILCS 5/27A-5)

19 (Text of Section before amendment by P.A. 102-466)

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
25 authorized under the laws of the State of Illinois.

1 (b) A charter school may be established under this Article
2 by creating a new school or by converting an existing public
3 school or attendance center to charter school status. In all
4 new applications to establish a charter school in a city
5 having a population exceeding 500,000, operation of the
6 charter school shall be limited to one campus. This limitation
7 does not apply to charter schools existing or approved on or
8 before April 16, 2003.

9 (b-5) (Blank).

10 (c) A charter school shall be administered and governed by
11 its board of directors or other governing body in the manner
12 provided in its charter. The governing body of a charter
13 school shall be subject to the Freedom of Information Act and
14 the Open Meetings Act. A charter school's board of directors
15 or other governing body must include at least one parent or
16 guardian of a pupil currently enrolled in the charter school
17 who may be selected through the charter school or a charter
18 network election, appointment by the charter school's board of
19 directors or other governing body, or by the charter school's
20 Parent Teacher Organization or its equivalent.

21 (c-5) No later than January 1, 2021 or within the first
22 year of his or her first term, every voting member of a charter
23 school's board of directors or other governing body shall
24 complete a minimum of 4 hours of professional development
25 leadership training to ensure that each member has sufficient
26 familiarity with the board's or governing body's role and

1 responsibilities, including financial oversight and
2 accountability of the school, evaluating the principal's and
3 school's performance, adherence to the Freedom of Information
4 Act and the Open Meetings Act, and compliance with education
5 and labor law. In each subsequent year of his or her term, a
6 voting member of a charter school's board of directors or
7 other governing body shall complete a minimum of 2 hours of
8 professional development training in these same areas. The
9 training under this subsection may be provided or certified by
10 a statewide charter school membership association or may be
11 provided or certified by other qualified providers approved by
12 the State Board.

13 (d) For purposes of this subsection (d), "non-curricular
14 health and safety requirement" means any health and safety
15 requirement created by statute or rule to provide, maintain,
16 preserve, or safeguard safe or healthful conditions for
17 students and school personnel or to eliminate, reduce, or
18 prevent threats to the health and safety of students and
19 school personnel. "Non-curricular health and safety
20 requirement" does not include any course of study or
21 specialized instructional requirement for which the State
22 Board has established goals and learning standards or which is
23 designed primarily to impart knowledge and skills for students
24 to master and apply as an outcome of their education.

25 A charter school shall comply with all non-curricular
26 health and safety requirements applicable to public schools

1 under the laws of the State of Illinois. The State Board shall
2 promulgate and post on its Internet website a list of
3 non-curricular health and safety requirements that a charter
4 school must meet. The list shall be updated annually no later
5 than September 1. Any charter contract between a charter
6 school and its authorizer must contain a provision that
7 requires the charter school to follow the list of all
8 non-curricular health and safety requirements promulgated by
9 the State Board and any non-curricular health and safety
10 requirements added by the State Board to such list during the
11 term of the charter. Nothing in this subsection (d) precludes
12 an authorizer from including non-curricular health and safety
13 requirements in a charter school contract that are not
14 contained in the list promulgated by the State Board,
15 including non-curricular health and safety requirements of the
16 authorizing local school board.

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

21 (f) A charter school shall be responsible for the
22 management and operation of its fiscal affairs, including, but
23 not limited to, the preparation of its budget. An audit of each
24 charter school's finances shall be conducted annually by an
25 outside, independent contractor retained by the charter
26 school. The contractor shall not be an employee of the charter

1 school or affiliated with the charter school or its authorizer
2 in any way, other than to audit the charter school's finances.
3 To ensure financial accountability for the use of public
4 funds, on or before December 1 of every year of operation, each
5 charter school shall submit to its authorizer and the State
6 Board a copy of its audit and a copy of the Form 990 the
7 charter school filed that year with the federal Internal
8 Revenue Service. In addition, if deemed necessary for proper
9 financial oversight of the charter school, an authorizer may
10 require quarterly financial statements from each charter
11 school.

12 (g) A charter school shall comply with all provisions of
13 this Article, the Illinois Educational Labor Relations Act,
14 all federal and State laws and rules applicable to public
15 schools that pertain to special education and the instruction
16 of English learners, and its charter. A charter school is
17 exempt from all other State laws and regulations in this Code
18 governing public schools and local school board policies;
19 however, a charter school is not exempt from the following:

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

25 (2) Sections 10-20.14, 10-22.6, 22-100, 24-24, 34-19,
26 and 34-84a of this Code regarding discipline of students;

1 (3) the Local Governmental and Governmental Employees
2 Tort Immunity Act;

3 (4) Section 108.75 of the General Not For Profit
4 Corporation Act of 1986 regarding indemnification of
5 officers, directors, employees, and agents;

6 (5) the Abused and Neglected Child Reporting Act;

7 (5.5) subsection (b) of Section 10-23.12 and
8 subsection (b) of Section 34-18.6 of this Code;

9 (6) the Illinois School Student Records Act;

10 (7) Section 10-17a of this Code regarding school
11 report cards;

12 (8) the P-20 Longitudinal Education Data System Act;

13 (9) Section 22-110 ~~27-23.7~~ of this Code regarding
14 bullying prevention;

15 (10) Section 2-3.162 of this Code regarding student
16 discipline reporting;

17 (11) Sections 22-80 and 22-105 ~~27-8.1~~ of this Code;

18 (12) Sections 10-20.60 and 34-18.53 of this Code;

19 (13) Sections 10-20.63 and 34-18.56 of this Code;

20 (14) Sections 22-90 and 26-18 of this Code;

21 (15) Section 22-30 of this Code;

22 (16) Sections 24-12 and 34-85 of this Code;

23 (17) the Seizure Smart School Act;

24 (18) Section 2-3.64a-10 of this Code;

25 (19) Sections 10-20.73 and 34-21.9 of this Code;

26 (20) Section 10-22.25b of this Code;

- 1 (21) Section 27-1015 ~~27-9.1a~~ of this Code;
- 2 (22) Section 27-1010 ~~27-9.1b~~ of this Code;
- 3 (23) Section 34-18.8 of this Code;
- 4 (25) Section 2-3.188 of this Code;
- 5 (26) Section 22-85.5 of this Code;
- 6 (27) subsections (d-10), (d-15), and (d-20) of Section
7 10-20.56 of this Code;
- 8 (28) Sections 10-20.83 and 34-18.78 of this Code;
- 9 (29) Section 10-20.13 of this Code;
- 10 (30) (blank); ~~Section 28 19.2 of this Code;~~
- 11 (31) Section 34-21.6 of this Code;
- 12 (32) Section 22-85.10 of this Code;
- 13 (33) Section 2-3.196 of this Code;
- 14 (34) Section 22-95 of this Code;
- 15 (35) Section 34-18.62 of this Code;
- 16 (36) the Illinois Human Rights Act; and
- 17 (37) Section 2-3.204 of this Code.

18 The change made by Public Act 96-104 to this subsection
19 (g) is declaratory of existing law.

20 (h) A charter school may negotiate and contract with a
21 school district, the governing body of a State college or
22 university or public community college, or any other public or
23 for-profit or nonprofit private entity for: (i) the use of a
24 school building and grounds or any other real property or
25 facilities that the charter school desires to use or convert
26 for use as a charter school site, (ii) the operation and

1 maintenance thereof, and (iii) the provision of any service,
2 activity, or undertaking that the charter school is required
3 to perform in order to carry out the terms of its charter.
4 Except as provided in subsection (i) of this Section, a school
5 district may charge a charter school reasonable rent for the
6 use of the district's buildings, grounds, and facilities. Any
7 services for which a charter school contracts with a school
8 district shall be provided by the district at cost. Any
9 services for which a charter school contracts with a local
10 school board or with the governing body of a State college or
11 university or public community college shall be provided by
12 the public entity at cost.

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

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

24 (k) If the charter school is authorized by the State
25 Board, then the charter school is its own local education
26 agency.

1 (Source: P.A. 102-51, eff. 7-9-21; 102-157, eff. 7-1-22;
2 102-360, eff. 1-1-22; 102-445, eff. 8-20-21; 102-522, eff.
3 8-20-21; 102-558, eff. 8-20-21; 102-676, eff. 12-3-21;
4 102-697, eff. 4-5-22; 102-702, eff. 7-1-23; 102-805, eff.
5 1-1-23; 102-813, eff. 5-13-22; 103-154, eff. 6-30-23; 103-175,
6 eff. 6-30-23; 103-472, eff. 8-1-24; 103-605, eff. 7-1-24;
7 103-641, eff. 7-1-24; 103-806, eff. 1-1-25; revised 10-9-24.)

8 (Text of Section after amendment by P.A. 102-466)

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

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11 nonreligious, non-home based, and non-profit school. A charter
12 school shall be organized and operated as a nonprofit
13 corporation or other discrete, legal, nonprofit entity
14 authorized under the laws of the State of Illinois.

15 (b) A charter school may be established under this Article
16 by creating a new school or by converting an existing public
17 school or attendance center to charter school status. In all
18 new applications to establish a charter school in a city
19 having a population exceeding 500,000, operation of the
20 charter school shall be limited to one campus. This limitation
21 does not apply to charter schools existing or approved on or
22 before April 16, 2003.

23 (b-5) (Blank).

24 (c) A charter school shall be administered and governed by
25 its board of directors or other governing body in the manner

1 provided in its charter. The governing body of a charter
2 school shall be subject to the Freedom of Information Act and
3 the Open Meetings Act. A charter school's board of directors
4 or other governing body must include at least one parent or
5 guardian of a pupil currently enrolled in the charter school
6 who may be selected through the charter school or a charter
7 network election, appointment by the charter school's board of
8 directors or other governing body, or by the charter school's
9 Parent Teacher Organization or its equivalent.

10 (c-5) No later than January 1, 2021 or within the first
11 year of his or her first term, every voting member of a charter
12 school's board of directors or other governing body shall
13 complete a minimum of 4 hours of professional development
14 leadership training to ensure that each member has sufficient
15 familiarity with the board's or governing body's role and
16 responsibilities, including financial oversight and
17 accountability of the school, evaluating the principal's and
18 school's performance, adherence to the Freedom of Information
19 Act and the Open Meetings Act, and compliance with education
20 and labor law. In each subsequent year of his or her term, a
21 voting member of a charter school's board of directors or
22 other governing body shall complete a minimum of 2 hours of
23 professional development training in these same areas. The
24 training under this subsection may be provided or certified by
25 a statewide charter school membership association or may be
26 provided or certified by other qualified providers approved by

1 the State Board.

2 (d) For purposes of this subsection (d), "non-curricular
3 health and safety requirement" means any health and safety
4 requirement created by statute or rule to provide, maintain,
5 preserve, or safeguard safe or healthful conditions for
6 students and school personnel or to eliminate, reduce, or
7 prevent threats to the health and safety of students and
8 school personnel. "Non-curricular health and safety
9 requirement" does not include any course of study or
10 specialized instructional requirement for which the State
11 Board has established goals and learning standards or which is
12 designed primarily to impart knowledge and skills for students
13 to master and apply as an outcome of their education.

14 A charter school shall comply with all non-curricular
15 health and safety requirements applicable to public schools
16 under the laws of the State of Illinois. The State Board shall
17 promulgate and post on its Internet website a list of
18 non-curricular health and safety requirements that a charter
19 school must meet. The list shall be updated annually no later
20 than September 1. Any charter contract between a charter
21 school and its authorizer must contain a provision that
22 requires the charter school to follow the list of all
23 non-curricular health and safety requirements promulgated by
24 the State Board and any non-curricular health and safety
25 requirements added by the State Board to such list during the
26 term of the charter. Nothing in this subsection (d) precludes

1 an authorizer from including non-curricular health and safety
2 requirements in a charter school contract that are not
3 contained in the list promulgated by the State Board,
4 including non-curricular health and safety requirements of the
5 authorizing local school board.

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

10 (f) A charter school shall be responsible for the
11 management and operation of its fiscal affairs, including, but
12 not limited to, the preparation of its budget. An audit of each
13 charter school's finances shall be conducted annually by an
14 outside, independent contractor retained by the charter
15 school. The contractor shall not be an employee of the charter
16 school or affiliated with the charter school or its authorizer
17 in any way, other than to audit the charter school's finances.
18 To ensure financial accountability for the use of public
19 funds, on or before December 1 of every year of operation, each
20 charter school shall submit to its authorizer and the State
21 Board a copy of its audit and a copy of the Form 990 the
22 charter school filed that year with the federal Internal
23 Revenue Service. In addition, if deemed necessary for proper
24 financial oversight of the charter school, an authorizer may
25 require quarterly financial statements from each charter
26 school.

1 (g) A charter school shall comply with all provisions of
2 this Article, the Illinois Educational Labor Relations Act,
3 all federal and State laws and rules applicable to public
4 schools that pertain to special education and the instruction
5 of English learners, and its charter. A charter school is
6 exempt from all other State laws and regulations in this Code
7 governing public schools and local school board policies;
8 however, a charter school is not exempt from the following:

9 (1) Sections 10-21.9 and 34-18.5 of this Code
10 regarding criminal history records checks and checks of
11 the Statewide Sex Offender Database and Statewide Murderer
12 and Violent Offender Against Youth Database of applicants
13 for employment;

14 (2) Sections 10-20.14, 10-22.6, 22-100, 24-24, 34-19,
15 and 34-84a of this Code regarding discipline of students;

16 (3) the Local Governmental and Governmental Employees
17 Tort Immunity Act;

18 (4) Section 108.75 of the General Not For Profit
19 Corporation Act of 1986 regarding indemnification of
20 officers, directors, employees, and agents;

21 (5) the Abused and Neglected Child Reporting Act;

22 (5.5) subsection (b) of Section 10-23.12 and
23 subsection (b) of Section 34-18.6 of this Code;

24 (6) the Illinois School Student Records Act;

25 (7) Section 10-17a of this Code regarding school
26 report cards;

- 1 (8) the P-20 Longitudinal Education Data System Act;
- 2 (9) Section 22-110 ~~27-23.7~~ of this Code regarding
- 3 bullying prevention;
- 4 (10) Section 2-3.162 of this Code regarding student
- 5 discipline reporting;
- 6 (11) Sections 22-80 and 22-105 ~~27-8.1~~ of this Code;
- 7 (12) Sections 10-20.60 and 34-18.53 of this Code;
- 8 (13) Sections 10-20.63 and 34-18.56 of this Code;
- 9 (14) Sections 22-90 and 26-18 of this Code;
- 10 (15) Section 22-30 of this Code;
- 11 (16) Sections 24-12 and 34-85 of this Code;
- 12 (17) the Seizure Smart School Act;
- 13 (18) Section 2-3.64a-10 of this Code;
- 14 (19) Sections 10-20.73 and 34-21.9 of this Code;
- 15 (20) Section 10-22.25b of this Code;
- 16 (21) Section 27-1015 ~~27-9.1a~~ of this Code;
- 17 (22) Section 27-1010 ~~27-9.1b~~ of this Code;
- 18 (23) Section 34-18.8 of this Code;
- 19 (24) Article 26A of this Code;
- 20 (25) Section 2-3.188 of this Code;
- 21 (26) Section 22-85.5 of this Code;
- 22 (27) subsections (d-10), (d-15), and (d-20) of Section
- 23 10-20.56 of this Code;
- 24 (28) Sections 10-20.83 and 34-18.78 of this Code;
- 25 (29) Section 10-20.13 of this Code;
- 26 (30) (blank); ~~Section 28 19.2 of this Code;~~

- 1 (31) Section 34-21.6 of this Code;
- 2 (32) Section 22-85.10 of this Code;
- 3 (33) Section 2-3.196 of this Code;
- 4 (34) Section 22-95 of this Code;
- 5 (35) Section 34-18.62 of this Code;
- 6 (36) the Illinois Human Rights Act; and
- 7 (37) Section 2-3.204 of this Code.

8 The change made by Public Act 96-104 to this subsection
9 (g) is declaratory of existing law.

10 (h) A charter school may negotiate and contract with a
11 school district, the governing body of a State college or
12 university or public community college, or any other public or
13 for-profit or nonprofit private entity for: (i) the use of a
14 school building and grounds or any other real property or
15 facilities that the charter school desires to use or convert
16 for use as a charter school site, (ii) the operation and
17 maintenance thereof, and (iii) the provision of any service,
18 activity, or undertaking that the charter school is required
19 to perform in order to carry out the terms of its charter.
20 Except as provided in subsection (i) of this Section, a school
21 district may charge a charter school reasonable rent for the
22 use of the district's buildings, grounds, and facilities. Any
23 services for which a charter school contracts with a school
24 district shall be provided by the district at cost. Any
25 services for which a charter school contracts with a local
26 school board or with the governing body of a State college or

1 university or public community college shall be provided by
2 the public entity at cost.

3 (i) In no event shall a charter school that is established
4 by converting an existing school or attendance center to
5 charter school status be required to pay rent for space that is
6 deemed available, as negotiated and provided in the charter
7 agreement, in school district facilities. However, all other
8 costs for the operation and maintenance of school district
9 facilities that are used by the charter school shall be
10 subject to negotiation between the charter school and the
11 local school board and shall be set forth in the charter.

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

14 (k) If the charter school is authorized by the State
15 Board, then the charter school is its own local education
16 agency.

17 (Source: P.A. 102-51, eff. 7-9-21; 102-157, eff. 7-1-22;
18 102-360, eff. 1-1-22; 102-445, eff. 8-20-21; 102-466, eff.
19 7-1-25; 102-522, eff. 8-20-21; 102-558, eff. 8-20-21; 102-676,
20 eff. 12-3-21; 102-697, eff. 4-5-22; 102-702, eff. 7-1-23;
21 102-805, eff. 1-1-23; 102-813, eff. 5-13-22; 103-154, eff.
22 6-30-23; 103-175, eff. 6-30-23; 103-472, eff. 8-1-24; 103-605,
23 eff. 7-1-24; 103-641, eff. 7-1-24; 103-806, eff. 1-1-25;
24 revised 11-26-24.)

25 (105 ILCS 5/34-18.66)

1 Sec. 34-18.66. Remote and blended remote learning. This
2 Section applies if the Governor has declared a disaster due to
3 a public health emergency pursuant to Section 7 of the
4 Illinois Emergency Management Agency Act.

5 (1) If the Governor has declared a disaster due to a
6 public health emergency pursuant to Section 7 of the
7 Illinois Emergency Management Agency Act, the State
8 Superintendent of Education may declare a requirement to
9 use remote learning days or blended remote learning days
10 for the school district, multiple school districts, a
11 region, or the entire State. During remote learning days,
12 schools shall conduct instruction remotely. During blended
13 remote learning days, schools may utilize hybrid models of
14 in-person and remote instruction. Once declared, remote
15 learning days or blended remote learning days shall be
16 implemented in grades pre-kindergarten through 12 as days
17 of attendance and shall be deemed pupil attendance days
18 for calculation of the length of a school term under
19 Section 10-19.

20 (2) For purposes of this Section, a remote learning
21 day or blended remote learning day may be met through the
22 district's implementation of an e-learning program under
23 Section 10-20.56.

24 (3) If the district does not implement an e-learning
25 program under Section 10-20.56, the district shall adopt a
26 remote and blended remote learning day plan approved by

1 the general superintendent of schools. The district may
2 utilize remote and blended remote learning planning days,
3 consecutively or in separate increments, to develop,
4 review, or amend its remote and blended remote learning
5 day plan or provide professional development to staff
6 regarding remote education. Up to 5 remote and blended
7 remote learning planning days may be deemed pupil
8 attendance days for calculation of the length of a school
9 term under Section 10-19.

10 (4) Each remote and blended remote learning day plan
11 shall address the following:

12 (i) accessibility of the remote instruction to all
13 students enrolled in the district;

14 (ii) if applicable, a requirement that the remote
15 learning day and blended remote learning day
16 activities reflect State learning standards;

17 (iii) a means for students to confer with an
18 educator, as necessary;

19 (iv) the unique needs of students in special
20 populations, including, but not limited to, students
21 eligible for special education under Article 14,
22 students who are English learners as defined in
23 Section 14C-2, and students experiencing homelessness
24 under the Education for Homeless Children Act, or
25 vulnerable student populations;

26 (v) how the district will take attendance and

1 monitor and verify each student's remote
2 participation; and

3 (vi) transitions from remote learning to on-site
4 learning upon the State Superintendent's declaration
5 that remote learning days or blended remote learning
6 days are no longer deemed necessary.

7 (5) The general superintendent of schools shall
8 periodically review and amend the district's remote and
9 blended remote learning day plan, as needed, to ensure the
10 plan meets the needs of all students.

11 (6) Each remote and blended remote learning day plan
12 shall be posted on the district's Internet website where
13 other policies, rules, and standards of conduct are posted
14 and shall be provided to students and faculty.

15 (7) This Section does not create any additional
16 employee bargaining rights and does not remove any
17 employee bargaining rights.

18 (8) Statutory and regulatory curricular mandates and
19 offerings may be administered via the district's remote
20 and blended remote learning day plan, except that the
21 district may not offer individual behind-the-wheel
22 instruction required by Section 27-815 of this Code
23 ~~27-24.2~~ via the district's remote and blended remote
24 learning day plan. This Section does not relieve schools
25 and the district from completing all statutory and
26 regulatory curricular mandates and offerings.

1 (Source: P.A. 101-643, eff. 6-18-20.)

2 (105 ILCS 5/34-21.6) (from Ch. 122, par. 34-21.6)

3 Sec. 34-21.6. Waiver of fees and fines.

4 (a) The board shall waive all fees and any fines for the
5 loss of school property assessed by the district on children
6 whose parents are unable to afford them, including but not
7 limited to:

8 (1) children living in households that meet the free
9 lunch or breakfast eligibility guidelines established by
10 the federal government pursuant to Section 1758 of the
11 federal Richard B. Russell National School Lunch Act (42
12 U.S.C. 1758; 7 CFR 245 et seq.) and students whose parents
13 are veterans or active duty military personnel with income
14 at or below 200% of the federal poverty level, subject to
15 verification as set forth in subsection (b) of this
16 Section; and

17 (2) homeless children and youths as defined in Section
18 11434a of the federal McKinney-Vento Homeless Assistance
19 Act (42 U.S.C. 11434a).

20 Notice of waiver availability shall be given to parents or
21 guardians with every bill for fees or fines. The board shall
22 develop written policies and procedures implementing this
23 Section in accordance with regulations promulgated by the
24 State Board of Education.

25 (b) If the board participates in a federally funded,

1 school-based child nutrition program and uses a student's
2 application for, eligibility for, or participation in the
3 federally funded, school-based child nutrition program (42
4 U.S.C. 1758; 7 245 et seq.) as the basis for waiving fees
5 assessed by the district, then the board must follow the
6 verification requirements of the federally funded,
7 school-based child nutrition program (42 U.S.C. 1758; 7 CFR
8 245.6a).

9 If the board establishes a process for the determination
10 of eligibility for waiver of all fees assessed by the district
11 that is completely independent of the criteria listed in
12 subsection (b), the board may provide for waiver verification
13 no more often than once every academic year. Information
14 obtained during the independent waiver verification process
15 indicating that the student does not meet free lunch or
16 breakfast eligibility guidelines may be used to deny the
17 waiver of the student's fees or fines for the loss of school
18 property, provided that any information obtained through this
19 independent process for determining or verifying eligibility
20 for fee waivers shall not be used to determine or verify
21 eligibility for any federally funded, school-based child
22 nutrition program.

23 This subsection shall not preclude children from obtaining
24 waivers at any point during the academic year.

25 (c) The board may not discriminate against, punish, or
26 penalize a student in any way because the student's parents or

1 guardians are unable to pay any required fees or fines for the
2 loss of school property. This prohibition includes, but is not
3 limited to, the lowering of grades, exclusion from any
4 curricular or extracurricular program of the school district,
5 or withholding of student records, grades, transcripts, or
6 diplomas. Any person who violates this subsection (c) is
7 guilty of a petty offense.

8 (Source: P.A. 102-805, eff. 1-1-23; 102-1032, eff. 5-27-22;
9 103-154, eff. 6-30-23.)

10 Section 20. The School Safety Drill Act is amended by
11 changing Section 60 as follows:

12 (105 ILCS 128/60)

13 Sec. 60. Cardiac emergency response plan.

14 (a) A school district and a private school shall develop a
15 cardiac emergency response plan in place in accordance with
16 guidelines set forth by either the American Heart Association
17 or other nationally recognized, evidence-based standards that
18 addresses the appropriate response to incidents involving an
19 individual experiencing sudden cardiac arrest or a similar
20 life-threatening emergency while at a school or at a
21 school-sponsored activity or event. The plan must be
22 distributed to all teachers, administrators, school support
23 personnel, coaches, and other school staff identified by
24 school administrators at each school.

1 (b) A cardiac emergency response plan shall include, but
2 is not limited to, the following:

3 (1) Procedures to follow in the event of a cardiac
4 emergency at a school.

5 (2) A listing of every automated external
6 defibrillator that is present and clearly marked or easily
7 accessible at school athletic venues and events and at
8 school and the maintenance schedule for the automated
9 external defibrillator. The automated external
10 defibrillators shall be installed in accordance with the
11 Physical Fitness Facility Medical Emergency Preparedness
12 Act, guidelines from the American Heart Association, or
13 other nationally recognized guidelines focused on
14 emergency cardiovascular care.

15 (3) Information on hands-only cardiopulmonary
16 resuscitation and use of automated external defibrillators
17 to teachers, administrators, coaches, assistant coaches,
18 and other school staff identified by school
19 administrators, in accordance with Section 22-115 of the
20 School Code 3 ~~of the Critical Health Problems and~~
21 ~~Comprehensive Health Education Act.~~

22 (Source: P.A. 103-608, eff. 1-1-25.)

23 Section 25. The College Planning Act is amended by
24 changing Section 20 as follows:

1 (110 ILCS 17/20)

2 Sec. 20. Qualifications to participate in the Program. To
3 qualify to participate in the Program, a student must meet all
4 of the following requirements:

5 (1) He or she must reside in this State.

6 (2) At the time of application to the Program, he or
7 she must be enrolled in grade 8 at a public school in this
8 State or a nonpublic school that is recognized by the
9 State Board of Education and, by the end of grade 8, be
10 enrolled in a public high school in this State or a
11 nonpublic school that is recognized by the State Board of
12 Education.

13 (3) At the time of enrollment in the Program, he or she
14 either (i) must not have a custodial parent or guardian
15 who has received a postsecondary degree or (ii) must be
16 eligible to participate in the free and reduced-price
17 lunch program under the School Breakfast and Lunch Program
18 Act.

19 (4) He or she agrees, in writing, together with the
20 student's custodial parent or guardian, that the student
21 will do all of the following:

22 (A) Complete the course requirements specified in
23 Section 27-605 ~~27-22~~ of the School Code and graduate
24 from a secondary school located in this State.

25 (B) Not be convicted of a felony offense that
26 would disqualify the student from receipt of federal

1 student aid.

2 (C) Timely apply, during grade 12, (i) for
3 admission to a postsecondary institution in this State
4 approved to participate in the Monetary Award Program
5 under Section 35 of the Higher Education Student
6 Assistance Act and (ii) for any federal and State
7 student financial assistance available to the student
8 to attend a postsecondary institution in this State.

9 (D) Achieve a cumulative grade point average upon
10 graduation from high school of at least a 2.5 on a 4.0
11 grading scale (or its equivalent if another grading
12 scale is used) for courses taken during grades 9, 10,
13 11, and 12.

14 (E) Update demographic and contact information
15 required within the initial Program participation
16 application and agreement at least once each academic
17 year on a schedule to be determined by the Commission.

18 (F) Take a recognized standardized college
19 entrance examination no later than the end of the 11th
20 grade.

21 (G) Participate in college planning and
22 preparation activities required by the Commission as
23 part of the administration of the Program.

24 (H) Share personal academic and financial data
25 with the Commission beginning in grade 8 and through
26 the attainment of a bachelor's degree.

1 (Source: P.A. 97-289, eff. 8-10-11.)

2 Section 30. The Postsecondary and Workforce Readiness Act
3 is amended by changing Section 25 as follows:

4 (110 ILCS 148/25)

5 Sec. 25. Competency-based, high school graduation
6 requirements pilot program eligibility and application
7 process.

8 (a) The pilot program established under Section 20 of this
9 Act shall be administered by the State Superintendent of
10 Education in 2 phases: (i) an initial application and
11 selection process phase, and (ii) a subsequent phase for full
12 development and implementation of a detailed plan for a
13 competency-based learning system for high school graduation
14 requirements.

15 (b) For the initial phase under clause (i) of subsection
16 (a) of this Section, the State Superintendent of Education
17 shall develop and issue a pilot program application that
18 requires:

19 (1) demonstration of commitment from the school
20 district superintendent; the president of the school board
21 of the district; teachers within the school district who
22 will be involved with the pilot program implementation; a
23 community college partner; and a higher education
24 institution other than a community college;

1 (2) an indication of which of the year and course
2 graduation requirements set forth in Section 27-605 ~~27-22~~
3 of the School Code the school district wishes to replace
4 with a competency-based learning system;

5 (3) a general description of the school district's
6 plan for implementing a competency-based learning system
7 for high school graduation requirements, including how the
8 plan addresses the requirements of Section 20 of this Act
9 and this Section;

10 (4) the school district's prior professional
11 development and stakeholder engagement efforts that will
12 support its successful development and implementation of a
13 competency-based learning system, including, without
14 limitation, prior implementation of professional
15 development systems for major district instructional
16 initiatives; and

17 (5) identification of any waivers or modifications of
18 State law or rules for implementation of the proposed
19 plan.

20 The demonstration of commitment from teachers as required
21 by paragraph (1) of this subsection (b) must include a
22 description of how teachers have been engaged throughout the
23 application development process. If the school district has an
24 exclusive bargaining representative of its teachers and the
25 president of the exclusive bargaining representative does not
26 submit a statement of commitment for the application, the

1 school district must submit either a statement by the
2 president of the position of the exclusive bargaining
3 representative on the application or a description of the
4 school district's good faith efforts to obtain such a
5 statement.

6 (c) Subject to subsection (g) of this Section, the State
7 Superintendent of Education shall select school districts
8 meeting the requirements set forth in this Section to
9 participate in the pilot program based on the quality of the
10 proposed plan, the strength of the local commitments,
11 including, without limitation, teachers within the school
12 district who will be involved in the program's implementation
13 and postsecondary institution partnerships, and demonstration
14 of prior professional development and stakeholder engagement
15 efforts that will support the proposed system's successful
16 implementation. The State Superintendent of Education, in
17 selecting the participating school districts, shall also
18 consider the diversity of school district types and sizes, the
19 diversity of geographic representation from across the State,
20 and the diversity of plan approaches (such as approaches that
21 involve one subject only, multiple subjects, and the types of
22 subjects).

23 (d) School districts selected to participate in the pilot
24 program shall receive technical assistance coordinated by the
25 State Superintendent of Education to develop a full pilot
26 program implementation plan. The State Superintendent of

1 Education shall have discretion to remove a school district
2 from the pilot program during this period if the school
3 district does not submit a full pilot program implementation
4 plan that meets the State Superintendent of Education's
5 specifications.

6 (e) School districts shall, as part of the development of
7 their application and participation in the competency-based
8 learning system pilot program, establish and maintain a
9 standing planning and implementation committee that includes
10 representation from administrators and teachers, including
11 teachers who will be involved in the competency-based learning
12 system's implementation. The teacher representatives shall be
13 selected by teachers or, where applicable, the exclusive
14 bargaining representative of its teachers, and the number of
15 teacher representatives shall be at least equal to
16 administrator representatives, unless otherwise agreed to by
17 the teachers or, where applicable, the exclusive bargaining
18 representative of its teachers. The standing planning and
19 implementation committee shall develop reports that shall be
20 included within the initial application, the full pilot
21 program plan, and any subsequent annual submissions to the
22 State Superintendent of Education as part of the assessment
23 and evaluation of the program. The reports shall describe the
24 members' assessment of the school district's plan or
25 implementation, as applicable, of the school district's
26 competency-based learning system and any recommendations for

1 modifications or improvements to the system. If the committee
2 does not reach consensus on the report, the administrator
3 members shall submit the report and the teacher members may
4 provide a position statement that must be included with the
5 report submitted to the State Superintendent of Education.

6 (f) Notwithstanding any other provisions of the School
7 Code or any other law of this State to the contrary, school
8 districts participating in the pilot program may petition the
9 State Superintendent of Education for a waiver or modification
10 of the mandates of the School Code or of the administrative
11 rules adopted by ISBE in order to support the implementation
12 of the school district's proposed competency-based learning
13 system. However, no waiver shall be granted under this
14 subsection (f) relating to State assessments, accountability
15 requirements, teacher tenure or seniority, teacher or
16 principal evaluations, or learning standards or that removes
17 legal protections or supports intended for the protection of
18 children or a particular category of students, such as
19 students with disabilities or English learners. Any waiver or
20 modification of teacher educator licensure requirements to
21 permit instruction by non-educators or educators without an
22 appropriate license must ensure that an appropriately licensed
23 teacher and the provider of instruction partner in order to
24 verify the method for assessing competency of mastery and
25 verify whether a student has demonstrated mastery. All
26 requests must be jointly signed by the school district

1 superintendent and the president of the school board and must
2 describe the position of teachers within the school district
3 that will be involved in the competency-based learning
4 system's implementation on the application. If the school
5 district has an exclusive bargaining representative of its
6 teachers and the president of the exclusive bargaining
7 representative does not submit a statement of support for the
8 application, the school district must submit either a
9 statement by the president that describes the position of the
10 exclusive bargaining representative on the application or a
11 description of the school district's good faith efforts to
12 obtain such a statement. The State Superintendent of Education
13 shall approve a waiver or modification request meeting the
14 requirements of this subsection (f) if the State
15 Superintendent of Education determines the request is
16 reasonably necessary to support the implementation of the
17 school district's proposed competency-based learning system,
18 and the request shall not diminish the overall support of
19 teachers within the school district involved with the system's
20 implementation as demonstrated in the school district's
21 initial application to participate in the pilot program. An
22 approved request shall take effect in accordance with the
23 timeline set forth in the school district's application, and
24 an approved waiver or modification shall remain in effect for
25 so long as the school district participates in the pilot
26 program established by this Act. The State Superintendent of

1 Education's approval of a school district plan for
2 implementation of competency-based, high school graduation
3 requirements shall serve as a waiver or modification of any
4 conflicting requirements of Section 27-22 of the School Code.
5 School districts participating in the pilot program may
6 additionally pursue waivers and modifications pursuant to
7 Section 2-3.25g of the School Code.

8 (g) For purposes of this subsection (g), "annual cohort"
9 means the group of school districts selected by the State
10 Superintendent of Education to participate in the pilot
11 program during an annual application and selection process.
12 The State Superintendent of Education shall limit each annual
13 cohort of the pilot program as follows: the first 2 annual
14 cohorts shall be limited to no more than 12 school districts,
15 and any subsequent annual cohort shall be limited to no more
16 than 15 school districts. A school district may submit only
17 one application for each annual cohort of the pilot program.
18 The application of a school district having a population
19 exceeding 500,000 inhabitants may not include more than 6
20 schools. The expansion of a school district's competency-based
21 learning system to a new school or new subject area identified
22 in Section 27-605 ~~27-22~~ of the School Code shall require a new
23 application by the school district.

24 School districts may collaboratively apply to participate
25 in the pilot program. Notwithstanding any other provision of
26 this subsection (g), the application of a collaborative of

1 districts shall be counted as one district application in the
2 annual cohort selection process. In the application of a
3 collaborative of districts, each district participating in the
4 collaborative shall comply with the requirements outlined in
5 subsection (b) of this Section as if applying as an individual
6 district. The districts participating in the collaborative may
7 establish and maintain a standing planning and implementation
8 committee individually or collaboratively. If a collaborative
9 of districts decides at a later date to participate as
10 individual districts in the pilot program, the districts shall
11 submit to the State Superintendent of Education a revised
12 implementation plan that outlines the changes to their
13 original plan, the individual district applications from these
14 districts shall be considered as separate district
15 applications, and none of these districts may be counted as
16 one of the districts that are already part of the cohort
17 limitation.

18 (Source: P.A. 99-674, eff. 7-29-16; 100-599, eff. 6-29-18.)

19 Section 35. The Illinois Health Statistics Act is amended
20 by changing Section 4 as follows:

21 (410 ILCS 520/4) (from Ch. 111 1/2, par. 5604)

22 Sec. 4. (a) In carrying out the purposes of this Act, the
23 Department may:

24 (1) Collect and maintain health data on:

1 (i) The extent, nature, and impact of illness,
2 including factors relating to asthma, obesity, and
3 disability on the population of the State;

4 (ii) The determinants of health and health hazards
5 including asthma and obesity;

6 (iii) Health resources, including the extent of
7 available manpower and resources;

8 (iv) Utilization of health care;

9 (v) Health care costs and financing;

10 (vi) Other health or health-related matters; and

11 (vii) The connection between the long-term effects
12 of childhood cancer and the original cancer diagnosis
13 and treatment.

14 (2) Undertake and support research, demonstrations,
15 and evaluations respecting new or improved methods for
16 obtaining current data on the matters referred to in
17 subparagraph (1).

18 (b) The Department may collect health data under authority
19 granted by any unit of local government and on behalf of other
20 governmental or not-for-profit organizations, including data
21 collected by local schools and the State Board of Education
22 relating to asthma and obesity on the health examination form
23 required pursuant to Section 22-105 ~~27-8.1~~ of the School Code.
24 The data shall be de-identified and aggregated pursuant to
25 rules promulgated by the Department to prevent disclosure of
26 personal identifying information.

1 (c) The Department shall collect data only on a voluntary
2 basis from individuals and organizations, except when there is
3 specific legal authority to compel the mandatory reporting of
4 the health data so requested. In making any collection of
5 health data from an individual or organization the Department
6 must give to such individual or organization a written
7 statement which states:

8 (1) Whether the individual or organization is required
9 to respond, and any sanctions for noncompliance;

10 (2) The purposes for which the health data are being
11 collected; and

12 (3) In the case of any disclosure of identifiable
13 health data for other than research and statistical
14 purposes, the items to be disclosed, to whom the data are
15 to be disclosed and the purposes for which the data are to
16 be disclosed.

17 (d) Except as provided in Section 5, no health data
18 obtained in the course of activities undertaken or supported
19 under this Act may be used for any purpose other than the
20 purpose for which they were supplied or for which the
21 individual or organization described in the data has otherwise
22 consented.

23 (e) The Department shall take such actions as may be
24 necessary to assure that statistics developed under this Act
25 are of high quality, timely, comprehensive, as well as
26 specific, standardized and adequately analyzed and indexed.

1 (f) The Department shall take such action as is
2 appropriate to effect the coordination of health data
3 activities, including health data specifically relating to
4 obesity collected pursuant to Section 22-105 ~~27-8.1~~ of the
5 School Code, within the State to eliminate unnecessary
6 duplication of data collection and maximize the usefulness of
7 data collected.

8 (g) The Department shall (1) participate with state, local
9 and federal agencies in the design and implementation of a
10 cooperative system for producing comparable and uniform health
11 information and statistics at the federal, state, and local
12 levels; and (2) undertake and support research, development,
13 demonstrations, and evaluations respecting such cooperative
14 system.

15 (Source: P.A. 100-238, eff. 1-1-18.)

16 (105 ILCS 5/10-20.9a rep.)

17 (105 ILCS 5/27-3 rep.)

18 (105 ILCS 5/27-3.5 rep.)

19 (105 ILCS 5/27-3.10 rep.)

20 (105 ILCS 5/27-12 rep.)

21 (105 ILCS 5/27-13.2 rep.)

22 (105 ILCS 5/27-15 rep.)

23 (105 ILCS 5/27-18 rep.)

24 (105 ILCS 5/27-19 rep.)

25 (105 ILCS 5/27-20 rep.)

1 (105 ILCS 5/27-20.2 rep.)

2 (105 ILCS 5/27-23.3 rep.)

3 (105 ILCS 5/27-23.12 rep.)

4 (105 ILCS 5/28-19.2 rep.)

5 Section 90. The School Code is amended by repealing
6 Sections 10-20.9a, 27-3, 27-3.5, 27-3.10, 27-12, 27-13.2,
7 27-15, 27-18, 27-19, 27-20, 27-20.2, 27-23.3, 27-23.12, and
8 28-19.2.

9 (105 ILCS 50/Act rep.)

10 Section 95. The Voting by Minors Act is repealed.

11 (105 ILCS 110/Act rep.)

12 Section 100. The Critical Health Problems and
13 Comprehensive Health Education Act is repealed.

14 Section 995. No acceleration or delay. Where this Act
15 makes changes in a statute that is represented in this Act by
16 text that is not yet or no longer in effect (for example, a
17 Section represented by multiple versions), the use of that
18 text does not accelerate or delay the taking effect of (i) the
19 changes made by this Act or (ii) provisions derived from any
20 other Public Act.

21 Section 999. Effective date. This Act takes effect upon
22 becoming law.

1

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3 30 ILCS 705/4 from Ch. 127, par. 2304

4 50 ILCS 520/10

5 105 ILCS 5/2-3.14 from Ch. 122, par. 2-3.14

6 105 ILCS 5/2-3.25 from Ch. 122, par. 2-3.25

7 105 ILCS 5/2-3.25g from Ch. 122, par. 2-3.25g

8 105 ILCS 5/2-3.64a-5

9 105 ILCS 5/2-3.66b

10 105 ILCS 5/2-3.190

11 105 ILCS 5/10-17a

12 105 ILCS 5/10-20.13

13 105 ILCS 5/10-20.14 from Ch. 122, par. 10-20.14

14 105 ILCS 5/10-20.19c from Ch. 122, par. 10-20.19c

15 105 ILCS 5/10-22.39

16 105 ILCS 5/10-30

17 105 ILCS 5/14-8.03 from Ch. 122, par. 14-8.03

18 105 ILCS 5/21B-107 was 105 ILCS 5/27-9

19 105 ILCS 5/22-62 new

20 105 ILCS 5/22-80

21 105 ILCS 5/22-83

22 105 ILCS 5/22-105 was 105 ILCS 5/27-8.1

23 105 ILCS 5/22-110 was 105 ILCS 5/27-23.7

24 105 ILCS 5/22-115 new was 105 ILCS 110/3 in part

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15 105 ILCS 5/27-215 new
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23 110 ILCS 17/20
24 110 ILCS 148/25
25 410 ILCS 520/4 from Ch. 111 1/2, par. 5604
26 105 ILCS 5/10-20.9a rep.

- 1 105 ILCS 5/27-3 rep.
- 2 105 ILCS 5/27-3.5 rep.
- 3 105 ILCS 5/27-3.10 rep.
- 4 105 ILCS 5/27-12 rep.
- 5 105 ILCS 5/27-13.2 rep.
- 6 105 ILCS 5/27-15 rep.
- 7 105 ILCS 5/27-18 rep.
- 8 105 ILCS 5/27-19 rep.
- 9 105 ILCS 5/27-20 rep.
- 10 105 ILCS 5/27-20.2 rep.
- 11 105 ILCS 5/27-23.3 rep.
- 12 105 ILCS 5/27-23.12 rep.
- 13 105 ILCS 5/28-19.2 rep.
- 14 105 ILCS 50/Act rep.
- 15 105 ILCS 110/Act rep.