



## 103RD GENERAL ASSEMBLY

### State of Illinois

2023 and 2024

SB3156

Introduced 2/6/2024, by Sen. Adriane Johnson

#### SYNOPSIS AS INTRODUCED:

See Index

Amends the School Code. In provisions concerning a comprehensive strategic plan, provides that the State Board of Education shall annually review the strategic plan, update the contents of the plan if necessary, and provide updates to the Governor and General Assembly (instead of requiring the plan to be updated and issued to the Governor and General Assembly). Makes changes concerning property tax relief pool grants and tuition for non-resident pupils. In provisions concerning hazardous materials training, provides that the State Board may identify in-service training programs to be used by school boards (instead of shall approve in-service training programs). In provisions concerning e-learning days, provides that a research-based program for e-learning days shall be verified annually before the implementation of any e-learning days in a school year (instead of requiring verification on or before September 1st annually); makes other changes. In provisions concerning school counseling services, provides that school counseling services shall (instead of may) be provided by school counselors and may be delivered through a comprehensive school counseling program; makes other changes. Makes changes concerning the reporting of firearms and drug-related incidents in schools, educator licensure, reenrolled students, and career and technical education. Amends the School Safety Drill Act. Makes changes concerning threat assessment team members, and fixes a typographical error. Amends the Vocational Education Act. Makes changes regarding the Gender Equity Advisory Committee.

LRB103 36143 RJT 66235 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 School Code is amended by changing Sections  
5 2-3.47a, 2-3.170, 10-20.12a, 10-20.17a, 10-20.56, 10-22.24b,  
6 10-27.1A, 10-27.1B, 21B-45, 21B-50, 26-2, 27-22.2, and 34-8.05  
7 as follows:

8 (105 ILCS 5/2-3.47a)

9 Sec. 2-3.47a. Strategic plan.

10 (a) The State Board of Education shall develop and  
11 maintain a continuing comprehensive strategic plan for  
12 elementary and secondary education. The strategic plan shall  
13 address how the State Board of Education will focus its  
14 efforts to increase equity in all Illinois schools and shall  
15 include, without limitation, all of the following topic areas:

16 (1) Service and support to school districts to improve  
17 student performance.

18 (2) Programs to improve equitable and strategic  
19 resource allocation in all schools.

20 (3) Efforts to enhance the social-emotional well-being  
21 of Illinois students.

22 (4) (Blank).

23 (5) (Blank).

1 (6) (Blank).

2 (7) (Blank).

3 (8) (Blank).

4 (9) (Blank).

5 (10) (Blank).

6 (11) (Blank).

7 (12) (Blank).

8 (13) (Blank).

9 (14) Attraction and retention of diverse and qualified  
10 teachers and leaders.

11 (15) (Blank).

12 The State Board of Education shall consult with the  
13 educational community, hold public hearings, and receive input  
14 from all interested groups in drafting the strategic plan.

15 (b) To meet the requirements of this Section, the State  
16 Board of Education shall issue to the Governor and General  
17 Assembly a preliminary report within 6 months after the  
18 effective date of this amendatory Act of the 93rd General  
19 Assembly and a final 5-year strategic plan within one year  
20 after the effective date of this amendatory Act of the 93rd  
21 General Assembly. Thereafter, the State Board shall annually  
22 review the strategic plan and, if necessary, update its  
23 contents. The State Board shall provide updates regarding the  
24 topic areas contained in the strategic plan and any updates to  
25 its contents, if applicable, shall be updated and issued to  
26 the Governor and General Assembly on or before July 1 of each

1 year.

2 (Source: P.A. 102-539, eff. 8-20-21.)

3 (105 ILCS 5/2-3.170)

4 Sec. 2-3.170. Property tax relief pool grants.

5 (a) As used in this Section,

6 "EAV" means equalized assessed valuation as defined under  
7 Section 18-8.15 of this Code.

8 "Property tax multiplier" equals one minus the square of  
9 the school district's Local Capacity Percentage, as defined in  
10 Section 18-8.15 of this Code.

11 "Local capacity percentage multiplier" means one minus the  
12 school district's Local Capacity Percentage, as defined in  
13 Section 18-8.15.

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

15 (b) Subject to appropriation, the State Board shall  
16 provide grants to eligible school districts that provide tax  
17 relief to the school district's residents, which may be no  
18 greater than 1% of EAV for a unit district, 0.69% of EAV for an  
19 elementary school district, or 0.31% of EAV for a high school  
20 district, as provided in this Section.

21 (b-5) School districts may apply for property tax relief  
22 under this Section concurrently to setting their levy for the  
23 fiscal year. The intended relief may not be greater than 1% of  
24 the EAV for a unit district, 0.69% of the EAV for an elementary  
25 school district, or 0.31% of the EAV for a high school

1 district, multiplied by the school district's local capacity  
2 percentage multiplier. The State Board shall process  
3 applications for relief, providing a grant to those districts  
4 with the highest adjusted operating tax rate, as determined by  
5 those districts with the highest percentage of the simple  
6 average adjusted operating tax rate of districts of the same  
7 type, either elementary, high school, or unit, first, in an  
8 amount equal to the intended relief multiplied by the property  
9 tax multiplier. The State Board shall provide grants to school  
10 districts in order of priority until the property tax relief  
11 pool is exhausted. If more school districts apply for relief  
12 under this subsection than there are funds available, the  
13 State Board must distribute the grants and prorate any  
14 remaining funds to the final school district that qualifies  
15 for grant relief. The abatement amount for that district must  
16 be equal to the grant amount divided by the property tax  
17 multiplier.

18 If a school district receives the State Board's approval  
19 of a grant under this Section by March 1 of the fiscal year,  
20 the school district shall present a duly authorized and  
21 approved abatement resolution by March 30 of the fiscal year  
22 to the county clerk of each county in which the school files  
23 its levy, authorizing the county clerk to lower the school  
24 district's levy by the amount designated in its application to  
25 the State Board. When the preceding requisites are satisfied,  
26 the county clerk shall reduce the amount collected for the

1 school district by the amount indicated in the school  
2 district's abatement resolution for that fiscal year.

3 (c) (Blank).

4 (d) School districts seeking grants under this Section  
5 shall apply to the State Board each year. All applications to  
6 the State Board for grants shall include the amount of the tax  
7 relief intended by the school district.

8 (e) Each year, based on the most recent available data  
9 provided by school districts pursuant to Section 18-8.15 of  
10 this Code, the State Board shall calculate the order of  
11 priority for grant eligibility under subsection (b-5) and  
12 publish a list of the school districts eligible for relief.  
13 The State Board shall provide grants in the manner provided  
14 under subsection (b-5).

15 (f) The State Board shall publish a final list of eligible  
16 grant recipients and provide payment of the grants by March 1  
17 of each year.

18 (g) If notice of eligibility from the State Board is  
19 received by a school district by March 1, then by March 30, the  
20 school district shall file an abatement of its property tax  
21 levy in an amount equal to the grant received under this  
22 Section divided by the property tax multiplier. Payment of all  
23 grant amounts shall be made by June 1 each fiscal year. The  
24 State Superintendent of Education shall establish the timeline  
25 in such cases in which notice cannot be made by March 1.

26 (h) The total property tax relief allowable to a school

1 district under this Section shall be calculated based on the  
2 total amount of reduction in the school district's aggregate  
3 extension. The total grant shall be equal to the reduction,  
4 multiplied by the property tax multiplier. The reduction shall  
5 be equal to 1% of a district's EAV for a unit school district,  
6 0.69% for an elementary school district, or 0.31% for a high  
7 school district, multiplied by the school district's local  
8 capacity percentage multiplier.

9 (i) If the State Board does not expend all appropriations  
10 allocated pursuant to this Section, then any remaining funds  
11 shall be allocated pursuant to Section 18-8.15 of this Code.

12 (j) The State Board shall prioritize payments under  
13 Section 18-8.15 of this Code over payments under this Section,  
14 if necessary.

15 (k) Any grants received by a school district shall be  
16 included in future calculations of that school district's Base  
17 Funding Minimum under Section 18-8.15 of this Code. Beginning  
18 with Fiscal Year 2020, if a school district receives a grant  
19 under this Section, the school district must present to the  
20 county clerk a duly authorized and approved abatement  
21 resolution by March 30 for the year in which the school  
22 district receives the grant and the successive fiscal year  
23 following the receipt of the grant, authorizing the county  
24 clerk to lower the school district's levy by the amount  
25 designated in its original application to the State Board.  
26 After receiving a resolution, the county clerk must reduce the

1 amount collected for the school district by the amount  
2 indicated in the school district's abatement resolution for  
3 that fiscal year. If a school district does not abate in this  
4 amount for the successive fiscal year, the grant amount may  
5 not be included in the school district's Base Funding Minimum  
6 under Section 18-8.15 in the fiscal year following the tax  
7 year in which the abatement is not authorized and in any future  
8 fiscal year thereafter, and the county clerk must notify the  
9 State Board of the increase no later 30 days after it occurs.

10 (1) In the immediate 2 consecutive tax years following  
11 receipt of a Property Tax Pool Relief Grant, the aggregate  
12 extension base of any school district receiving a grant under  
13 this Section, for purposes of the Property Tax Extension  
14 Limitation Law, shall include the tax relief the school  
15 district provided in the previous taxable year under this  
16 Section.

17 (Source: P.A. 100-465, eff. 8-31-17; 100-582, eff. 3-23-18;  
18 100-863, eff. 8-14-18; 101-17, eff. 6-14-19; 101-643, eff.  
19 6-18-20.)

20 (105 ILCS 5/10-20.12a) (from Ch. 122, par. 10-20.12a)

21 Sec. 10-20.12a. Tuition for non-resident pupils.

22 (a) To charge non-resident pupils who attend the schools  
23 of the district tuition in an amount not exceeding 110% of the  
24 per capita cost of maintaining the schools of the district for  
25 the preceding school year.



1           Such per capita cost shall be computed by dividing the  
2 total cost of conducting and maintaining the schools of the  
3 district by the average daily attendance, including tuition  
4 pupils. Depreciation on the buildings and equipment of the  
5 schools of the district, and the amount of annual depreciation  
6 on such buildings and equipment shall be dependent upon the  
7 useful life of such property.

8           The tuition charged shall in no case exceed 110% of the per  
9 capita cost of conducting and maintaining the schools of the  
10 district attended, as determined with reference to the most  
11 recent audit prepared under Section 3-7 which is available at  
12 the commencement of the current school year. Non-resident  
13 pupils attending the schools of the district for less than the  
14 school term shall have their tuition apportioned, however  
15 pupils who become non-resident during a school term shall not  
16 be charged tuition for the remainder of the school term in  
17 which they became non-resident pupils.

18           Notwithstanding the provisions of this Section, a school  
19 district may ~~adopt a policy to~~ waive tuition costs for a  
20 non-resident pupil who if the pupil is the a child of a  
21 district employee if the district adopts a policy approving  
22 such waiver. For purposes of this paragraph, "child" means a  
23 district employee's child who is a biological child, adopted  
24 child, foster child, stepchild, or a child for which the  
25 employee serves as a legal guardian.

26           (b) Unless otherwise agreed to by the parties involved and

1 where the educational services are not otherwise provided for,  
2 educational services for an Illinois student under the age of  
3 21 (and not eligible for services pursuant to Article 14 of  
4 this Code) in any residential program shall be provided by the  
5 district in which the facility is located and financed as  
6 follows. The cost of educational services shall be paid by the  
7 district in which the student resides in an amount equal to the  
8 cost of providing educational services in the residential  
9 facility. Payments shall be made by the district of the  
10 student's residence and shall be made to the district wherein  
11 the facility is located no less than once per month unless  
12 otherwise agreed to by the parties.

13 The funding provision of this subsection (b) applies to  
14 all Illinois students under the age of 21 (and not eligible for  
15 services pursuant to Article 14 of this Code) receiving  
16 educational services in residential facilities, irrespective  
17 of whether the student was placed therein pursuant to this  
18 Code or the Juvenile Court Act of 1987 or by an Illinois public  
19 agency or a court. The changes to this subsection (b) made by  
20 this amendatory Act of the 95th General Assembly apply to all  
21 placements in effect on July 1, 2007 and all placements  
22 thereafter. For purposes of this subsection (b), a student's  
23 district of residence shall be determined in accordance with  
24 subsection (a) of Section 10-20.12b of this Code. The  
25 placement of a student in a residential facility shall not  
26 affect the residency of the student. When a dispute arises

1 over the determination of the district of residence under this  
2 subsection (b), any person or entity, including without  
3 limitation a school district or residential facility, may make  
4 a written request for a residency decision to the State  
5 Superintendent of Education, who, upon review of materials  
6 submitted and any other items or information he or she may  
7 request for submission, shall issue his or her decision in  
8 writing. The decision of the State Superintendent of Education  
9 is final.

10 (Source: P.A. 103-111, eff. 6-29-23.)

11 (105 ILCS 5/10-20.17a) (from Ch. 122, par. 10-20.17a)

12 Sec. 10-20.17a. Hazardous materials training. To enhance  
13 the safety of pupils and staff by providing in-service  
14 training programs on the safe handling and use of hazardous or  
15 toxic materials for personnel in the district who work with  
16 such materials on a regular basis. Such programs may ~~shall~~ be  
17 identified ~~approved~~ by the State Board of Education, l  
18 consultation with the ~~Illinois~~ Department of Public Health, l  
19 for use by school boards in implementing this Section.

20 (Source: P.A. 84-1294.)

21 (105 ILCS 5/10-20.56)

22 Sec. 10-20.56. E-learning days.

23 (a) The State Board of Education shall establish and  
24 maintain, for implementation in school districts, a program

1 for use of electronic-learning (e-learning) days, as described  
2 in this Section. School districts may utilize a program  
3 approved under this Section for use during remote learning  
4 days and blended remote learning days under Section 10-30 or  
5 34-18.66.

6 (b) The school board of a school district may, by  
7 resolution, adopt a research-based program or research-based  
8 programs for e-learning days district-wide that shall permit  
9 student instruction to be received electronically while  
10 students are not physically present in lieu of the district's  
11 scheduled emergency days as required by Section 10-19 of this  
12 Code or because a school was selected to be a polling place  
13 under Section 11-4.1 of the Election Code. The research-based  
14 program or programs may not exceed the minimum number of  
15 emergency days in the approved school calendar and must be  
16 verified annually by the regional office of education or  
17 intermediate service center for the school district before the  
18 implementation of any e-learning days in that school year ~~or~~  
19 ~~or before September 1st annually~~ to ensure access for all  
20 students. The regional office of education or intermediate  
21 service center shall ensure that the specific needs of all  
22 students are met, including special education students and  
23 English learners, and that all mandates are still met using  
24 the proposed research-based program. The e-learning program  
25 may utilize the Internet, telephones, texts, chat rooms, or  
26 other similar means of electronic communication for

1 instruction and interaction between teachers and students that  
2 meet the needs of all learners. The e-learning program shall  
3 address the school district's responsibility to ensure that  
4 all teachers and staff who may be involved in the provision of  
5 e-learning have access to any and all hardware and software  
6 that may be required for the program. If a proposed program  
7 does not address this responsibility, the school district must  
8 propose an alternate program.

9 (c) Before its adoption by a school board, the school  
10 board must hold a public hearing on a school district's  
11 initial proposal for an e-learning program or for renewal of  
12 such a program, at a regular or special meeting of the school  
13 board, in which the terms of the proposal must be  
14 substantially presented and an opportunity for allowing public  
15 comments must be provided. Notice of such public hearing must  
16 be provided at least 10 days prior to the hearing by:

17 (1) publication in a newspaper of general circulation  
18 in the school district;

19 (2) written or electronic notice designed to reach the  
20 parents or guardians of all students enrolled in the  
21 school district; and

22 (3) written or electronic notice designed to reach any  
23 exclusive collective bargaining representatives of school  
24 district employees and all those employees not in a  
25 collective bargaining unit.

26 (d) The regional office of education or intermediate

1 service center for the school district must timely verify that  
2 a proposal for an e-learning program has met the requirements  
3 specified in this Section and that the proposal contains  
4 provisions designed to reasonably and practicably accomplish  
5 the following:

6 (1) to ensure and verify at least 5 clock hours of  
7 instruction or school work, as required under Section  
8 10-19.05, for each student participating in an e-learning  
9 day;

10 (2) to ensure access from home or other appropriate  
11 remote facility for all students participating, including  
12 computers, the Internet, and other forms of electronic  
13 communication that must be utilized in the proposed  
14 program;

15 (2.5) to ensure that non-electronic materials are made  
16 available to students participating in the program who do  
17 not have access to the required technology or to  
18 participating teachers or students who are prevented from  
19 accessing the required technology;

20 (3) to ensure appropriate learning opportunities for  
21 students with special needs;

22 (4) to monitor and verify each student's electronic  
23 participation;

24 (5) to address the extent to which student  
25 participation is within the student's control as to the  
26 time, pace, and means of learning;

1 (6) to provide effective notice to students and their  
2 parents or guardians of the use of particular days for  
3 e-learning;

4 (7) to provide staff and students with adequate  
5 training for e-learning days' participation;

6 (8) to ensure an opportunity for any collective  
7 bargaining negotiations with representatives of the school  
8 district's employees that would be legally required,  
9 including all classifications of school district employees  
10 who are represented by collective bargaining agreements  
11 and who would be affected in the event of an e-learning  
12 day;

13 (9) to review and revise the program as implemented to  
14 address difficulties confronted; and

15 (10) to ensure that the protocol regarding general  
16 expectations and responsibilities of the program is  
17 communicated to teachers, staff, and students at least 30  
18 days prior to utilizing an e-learning day in a school  
19 year.

20 The school board's approval of a school district's initial  
21 e-learning program and renewal of the e-learning program shall  
22 be for a term of 3 school years, beginning with the first  
23 school year in which the program was approved and verified by  
24 the regional office of education or intermediate service  
25 center for the school district.

26 (d-5) A school district shall pay to its contractors who

1 provide educational support services to the district,  
2 including, but not limited to, custodial, transportation, or  
3 food service providers, their daily, regular rate of pay or  
4 billings rendered for any e-learning day that is used because  
5 a school was selected to be a polling place under Section  
6 11-4.1 of the Election Code, except that this requirement does  
7 not apply to contractors who are paid under contracts that are  
8 entered into, amended, or renewed on or after March 15, 2022 or  
9 to contracts that otherwise address compensation for such  
10 e-learning days.

11 (d-10) A school district shall pay to its employees who  
12 provide educational support services to the district,  
13 including, but not limited to, custodial employees, building  
14 maintenance employees, transportation employees, food service  
15 providers, classroom assistants, or administrative staff,  
16 their daily, regular rate of pay and benefits rendered for any  
17 school closure or e-learning day if the closure precludes them  
18 from performing their regularly scheduled duties and the  
19 employee would have reported for work but for the closure,  
20 except this requirement does not apply if the day is  
21 rescheduled and the employee will be paid their daily, regular  
22 rate of pay and benefits for the rescheduled day when services  
23 are rendered.

24 (d-15) A school district shall make full payment that  
25 would have otherwise been paid to its contractors who provide  
26 educational support services to the district, including, but



1 not limited to, custodial, building maintenance,  
2 transportation, food service providers, classroom assistants,  
3 or administrative staff, their daily, regular rate of pay and  
4 benefits rendered for any school closure or e-learning day if  
5 any closure precludes them from performing their regularly  
6 scheduled duties and employees would have reported for work  
7 but for the closure. The employees who provide the support  
8 services covered by such contracts shall be paid their daily  
9 bid package rates and benefits as defined by their local  
10 operating agreements or collective bargaining agreements,  
11 except this requirement does not apply if the day is  
12 rescheduled and the employee will be paid their daily, regular  
13 rate of pay and benefits for the rescheduled day when services  
14 are rendered.

15 (d-20) A school district shall make full payment or  
16 reimbursement to an employee or contractor as specified in  
17 subsection (d-10) or (d-15) of this Section for any school  
18 closure or e-learning day in the 2021-2022 school year that  
19 occurred prior to the effective date of this amendatory Act of  
20 the 102nd General Assembly if the employee or contractor did  
21 not receive pay or was required to use earned paid time off,  
22 except this requirement does not apply if the day is  
23 rescheduled and the employee will be paid their daily, regular  
24 rate of pay and benefits for the rescheduled day when services  
25 are rendered.

26 (e) The State Board of Education may adopt rules

1 consistent with the provision of this Section.

2 (f) For purposes of subsections (d-10), (d-15), and (d-20)  
3 of this Section:

4 "Employee" means anyone employed by a school district on  
5 or after the effective date of this amendatory Act of the 102nd  
6 General Assembly.

7 "School district" includes charter schools established  
8 under Article 27A of this Code, but does not include the  
9 Department of Juvenile Justice School District.

10 (Source: P.A. 101-12, eff. 7-1-19; 101-643, eff. 6-18-20;  
11 102-584, eff. 6-1-22; 102-697, eff. 4-5-22.)

12 (105 ILCS 5/10-22.24b)

13 (Text of Section before amendment by P.A. 103-542)

14 Sec. 10-22.24b. School counseling services. School  
15 counseling services in public schools shall ~~may~~ be provided by  
16 school counselors, as defined in Section 10-22.24a of this  
17 Code, or by individuals who hold a Professional Educator  
18 License with a school support personnel endorsement in the  
19 area of school counseling under Section 21B-25 of this Code.

20 School counseling services may be delivered through a  
21 comprehensive school counseling program, which is a  
22 standards-based, data-informed program designed to meet the  
23 needs of all students in an educational setting through  
24 instruction, small group support, and individualized  
25 consultation. These needs may be met through all of the

1 following include, but are not limited to:

2 (1) Providing services to all students and addressing  
3 the knowledge and skills appropriate to their  
4 developmental level through a collaborative model of  
5 delivery involving the school counselor, classroom  
6 teachers, and other appropriate education professionals  
7 and including prevention and pre-referral activities.

8 (2) Presenting an annual agreement to the  
9 administration, including a formal discussion of the  
10 alignment of school and school counseling program missions  
11 and goals and detailing specific school counselor  
12 responsibilities.

13 (3) Abiding by all federal, State, and local student  
14 privacy and parental notification laws, rules, and  
15 policies.

16 (4) Identifying and implementing culturally sensitive  
17 measures of success for student competencies in each of  
18 the 3 domains of academic, social-emotional, and college  
19 and career learning based on the planned and periodic  
20 assessment of the school counseling program.

21 (5) Analyzing data and results of school counseling  
22 program assessments, including curriculum, small-group,  
23 and closing-the-gap results reports, and designing  
24 strategies to continue to improve program effectiveness.

25 (6) Analyzing data and results of school counselor  
26 competency assessments.

1           (7) Following the American School Counselor  
2           Association Ethical Standards for School Counselors to  
3           demonstrate high standards of integrity, leadership, and  
4           professionalism.

5           (8) Providing services only in areas in which the  
6           school counselor has appropriate training or expertise, as  
7           well as only providing counseling or consulting services  
8           within the school counselor's employment to any student in  
9           the school district or districts that employ the school  
10          counselor, in accordance with professional ethics.

11          (9) Being involved with State and national  
12          professional associations.

13          (10) Participating in the State-mandated training and  
14          professional development needed to fulfill the  
15          responsibilities of the job assignment.

16          (11) Using student competencies to assess student  
17          growth and development and inform decisions regarding  
18          strategies, activities, and services that help students  
19          achieve at the highest academic level possible.

20          (12) Delivering information to students and teachers  
21          within the school counseling curriculum on best practices  
22          in mindsets and behaviors, such as learning strategies,  
23          self-management skills, and social skills, and  
24          metacognition skills that are critical to academic  
25          success.

26          (13) Working to remove barriers to access and

1 providing students with the opportunity for academic  
2 challenge in the most rigorous coursework possible.

3 (14) Working with administrative staff, teachers, and  
4 other school personnel to create a school environment that  
5 encourages academic success and striving to one's  
6 potential.

7 (15) Collaborating as a team member in multi-tiered  
8 systems of support and other school initiatives.

9 (16) Assisting in the development of a personal  
10 educational plan with each student.

11 (17) Assisting students with goal setting and  
12 successful skills for classroom behavior, studying, test  
13 preparation, internal motivation, and intrinsic rewards.

14 (18) Assisting stakeholders in interpreting  
15 achievement test results and guiding students in  
16 appropriate directions.

17 (19) Advocating for and providing input for students  
18 during the federal Section 504 plan and individualized  
19 education program process, but not as a coordinator of  
20 these plans.

21 (20) Conducting observations and participating in  
22 recommendations or interventions regarding the placement  
23 of children in educational programs.

24 (21) Infusing the social-emotional learning standards,  
25 as presented in the State Board of Education's learning  
26 standards, across the curriculum and in the counselor's

1 role in ways that empower and enable students to achieve  
2 academic success across all grade levels.

3 (22) Providing college and career development  
4 activities and counseling.

5 (23) Developing individual career plans with students  
6 that include planning for post-secondary education, as  
7 appropriate, and engaging in related and relevant career  
8 and technical education coursework in high school.

9 (24) Assisting all students with a college or  
10 post-secondary education plan, which must include a  
11 discussion on all post-secondary education options,  
12 including 4-year colleges or universities, community  
13 colleges, and vocational schools, planning for  
14 post-secondary education, as appropriate, and engaging in  
15 related and relevant career and technical education  
16 coursework in high school.

17 (25) Educating all students on scholarships, financial  
18 aid, and preparation of the Free Application for Federal  
19 Student Aid.

20 (26) Collaborating with institutions of higher  
21 education and local community colleges so that students  
22 understand post-secondary education options and are ready  
23 to transition successfully.

24 (27) Providing information for all students in the  
25 selection of courses that will lead to post-secondary  
26 education opportunities toward a successful career.

1           (28) Working as a culturally skilled professional who  
2 acts sensitively to promote social justice and equity in a  
3 pluralistic society.

4           (29) Providing individual and group counseling.

5           (30) Assisting with the referral process, if  
6 necessary, to appropriate offices or outside agencies.

7           (31) Providing crisis intervention and contributing to  
8 the development of a specific crisis plan within the  
9 school setting, in collaboration with multiple  
10 stakeholders.

11           (32) Providing counseling and other resources to  
12 students who are in crisis.

13           (33) Addressing bullying and conflict resolution with  
14 all students.

15           (34) Teaching communication skills and helping  
16 students develop positive relationships.

17           (35) Using culturally sensitive skills in working with  
18 all students to promote wellness.

19           (36) Providing families with opportunities for  
20 education and counseling, as appropriate, in relation to  
21 the student's educational assessment.

22           (37) Consulting and collaborating with teachers and  
23 other school personnel regarding behavior management and  
24 intervention plans and inclusion in support of students.

25           (38) Teaming and partnering with staff, parents,  
26 businesses, and community organizations to support student

1 achievement and social-emotional learning standards for  
2 all students.

3 (39) Developing and implementing school-based  
4 prevention programs, including, but not limited to,  
5 mediation and violence prevention, implementing social and  
6 emotional education programs and services, and  
7 establishing and implementing bullying prevention and  
8 intervention programs.

9 (40) Developing culturally sensitive assessment  
10 instruments for measuring school counseling prevention and  
11 intervention effectiveness and collecting, analyzing, and  
12 interpreting data.

13 (41) Participating on school and district committees  
14 to advocate for student programs and resources, as well as  
15 establishing a school counseling advisory council that  
16 includes representatives of key stakeholders selected to  
17 review and advise on the implementation of the school  
18 counseling program.

19 (42) Acting as a liaison between the public schools  
20 and community resources and building relationships with  
21 important stakeholders, such as families, administrators,  
22 teachers, and school board members.

23 ~~(1) designing and delivering a comprehensive school~~  
24 ~~counseling program that promotes student achievement and~~  
25 ~~wellness;~~

26 ~~(2) incorporating the common core language into the~~



1 ~~school counselor's work and role;~~

2 ~~(3) school counselors working as culturally skilled~~  
3 ~~professionals who act sensitively to promote social~~  
4 ~~justice and equity in a pluralistic society;~~

5 ~~(4) providing individual and group counseling;~~

6 ~~(5) providing a core counseling curriculum that serves~~  
7 ~~all students and addresses the knowledge and skills~~  
8 ~~appropriate to their developmental level through a~~  
9 ~~collaborative model of delivery involving the school~~  
10 ~~counselor, classroom teachers, and other appropriate~~  
11 ~~education professionals, and including prevention and~~  
12 ~~pre-referral activities;~~

13 ~~(6) making referrals when necessary to appropriate~~  
14 ~~offices or outside agencies;~~

15 ~~(7) providing college and career development~~  
16 ~~activities and counseling;~~

17 ~~(8) developing individual career plans with students,~~  
18 ~~which includes planning for post secondary education, as~~  
19 ~~appropriate, and engaging in related and relevant career~~  
20 ~~and technical education coursework in high school as~~  
21 ~~described in paragraph (55);~~

22 ~~(9) assisting all students with a college or~~  
23 ~~post-secondary education plan, which must include a~~  
24 ~~discussion on all post-secondary education options,~~  
25 ~~including 4-year colleges or universities, community~~  
26 ~~colleges, and vocational schools, and includes planning~~

1 ~~for post-secondary education, as appropriate, and engaging~~  
2 ~~in related and relevant career and technical education~~  
3 ~~coursework in high school as described in paragraph (55);~~

4 ~~(10) intentionally addressing the career and college~~  
5 ~~needs of first generation students;~~

6 ~~(11) educating all students on scholarships, financial~~  
7 ~~aid, and preparation of the Federal Application for~~  
8 ~~Federal Student Aid;~~

9 ~~(12) collaborating with institutions of higher~~  
10 ~~education and local community colleges so that students~~  
11 ~~understand post-secondary education options and are ready~~  
12 ~~to transition successfully;~~

13 ~~(13) providing crisis intervention and contributing to~~  
14 ~~the development of a specific crisis plan within the~~  
15 ~~school setting in collaboration with multiple~~  
16 ~~stakeholders;~~

17 ~~(14) educating students, teachers, and parents on~~  
18 ~~anxiety, depression, cutting, and suicide issues and~~  
19 ~~intervening with students who present with these issues;~~

20 ~~(15) providing counseling and other resources to~~  
21 ~~students who are in crisis;~~

22 ~~(16) providing resources for those students who do not~~  
23 ~~have access to mental health services;~~

24 ~~(17) addressing bullying and conflict resolution with~~  
25 ~~all students;~~

26 ~~(18) teaching communication skills and helping~~

1 ~~students develop positive relationships;~~

2 ~~(19) using culturally sensitive skills in working with~~  
3 ~~all students to promote wellness;~~

4 ~~(20) addressing the needs of undocumented students in~~  
5 ~~the school, as well as students who are legally in the~~  
6 ~~United States, but whose parents are undocumented;~~

7 ~~(21) contributing to a student's functional behavioral~~  
8 ~~assessment, as well as assisting in the development of~~  
9 ~~non-aversive behavioral intervention strategies;~~

10 ~~(22) (i) assisting students in need of special~~  
11 ~~education services by implementing the academic supports~~  
12 ~~and social-emotional and college or career development~~  
13 ~~counseling services or interventions per a student's~~  
14 ~~individualized education program (IEP); (ii) participating~~  
15 ~~in or contributing to a student's IEP and completing a~~  
16 ~~social developmental history; or (iii) providing services~~  
17 ~~to a student with a disability under the student's IEP or~~  
18 ~~federal Section 504 plan, as recommended by the student's~~  
19 ~~IEP team or Section 504 plan team and in compliance with~~  
20 ~~federal and State laws and rules governing the provision~~  
21 ~~of educational and related services and school-based~~  
22 ~~accommodations to students with disabilities and the~~  
23 ~~qualifications of school personnel to provide such~~  
24 ~~services and accommodations;~~

25 ~~(23) assisting in the development of a personal~~  
26 ~~educational plan with each student;~~

1           ~~(24) educating students on dual credit and learning~~  
2 ~~opportunities on the Internet;~~

3           ~~(25) providing information for all students in the~~  
4 ~~selection of courses that will lead to post-secondary~~  
5 ~~education opportunities toward a successful career;~~

6           ~~(26) interpreting achievement test results and guiding~~  
7 ~~students in appropriate directions;~~

8           ~~(27) counseling with students, families, and teachers,~~  
9 ~~in compliance with federal and State laws;~~

10          ~~(28) providing families with opportunities for~~  
11 ~~education and counseling as appropriate in relation to the~~  
12 ~~student's educational assessment;~~

13          ~~(29) consulting and collaborating with teachers and~~  
14 ~~other school personnel regarding behavior management and~~  
15 ~~intervention plans and inclusion in support of students;~~

16          ~~(30) teaming and partnering with staff, parents,~~  
17 ~~businesses, and community organizations to support student~~  
18 ~~achievement and social emotional learning standards for~~  
19 ~~all students;~~

20          ~~(31) developing and implementing school-based~~  
21 ~~prevention programs, including, but not limited to,~~  
22 ~~mediation and violence prevention, implementing social and~~  
23 ~~emotional education programs and services, and~~  
24 ~~establishing and implementing bullying prevention and~~  
25 ~~intervention programs;~~

26          ~~(32) developing culturally sensitive assessment~~

1 ~~instruments for measuring school counseling prevention and~~  
2 ~~intervention effectiveness and collecting, analyzing, and~~  
3 ~~interpreting data;~~

4 ~~(33) participating on school and district committees~~  
5 ~~to advocate for student programs and resources, as well as~~  
6 ~~establishing a school counseling advisory council that~~  
7 ~~includes representatives of key stakeholders selected to~~  
8 ~~review and advise on the implementation of the school~~  
9 ~~counseling program;~~

10 ~~(34) acting as a liaison between the public schools~~  
11 ~~and community resources and building relationships with~~  
12 ~~important stakeholders, such as families, administrators,~~  
13 ~~teachers, and board members;~~

14 ~~(35) maintaining organized, clear, and useful records~~  
15 ~~in a confidential manner consistent with Section 5 of the~~  
16 ~~Illinois School Student Records Act, the Family~~  
17 ~~Educational Rights and Privacy Act, and the Health~~  
18 ~~Insurance Portability and Accountability Act;~~

19 ~~(36) presenting an annual agreement to the~~  
20 ~~administration, including a formal discussion of the~~  
21 ~~alignment of school and school counseling program missions~~  
22 ~~and goals and detailing specific school counselor~~  
23 ~~responsibilities;~~

24 ~~(37) identifying and implementing culturally sensitive~~  
25 ~~measures of success for student competencies in each of~~  
26 ~~the 3 domains of academic, social and emotional, and~~

1 ~~college and career learning based on planned and periodic~~  
2 ~~assessment of the comprehensive developmental school~~  
3 ~~counseling program;~~

4 ~~(38) collaborating as a team member in Response to~~  
5 ~~Intervention (RtI) and other school initiatives;~~

6 ~~(39) conducting observations and participating in~~  
7 ~~recommendations or interventions regarding the placement~~  
8 ~~of children in educational programs or special education~~  
9 ~~classes;~~

10 ~~(40) analyzing data and results of school counseling~~  
11 ~~program assessments, including curriculum, small group,~~  
12 ~~and closing the gap results reports, and designing~~  
13 ~~strategies to continue to improve program effectiveness;~~

14 ~~(41) analyzing data and results of school counselor~~  
15 ~~competency assessments;~~

16 ~~(42) following American School Counselor Association~~  
17 ~~Ethical Standards for School Counselors to demonstrate~~  
18 ~~high standards of integrity, leadership, and~~  
19 ~~professionalism;~~

20 ~~(43) knowing and embracing common core standards by~~  
21 ~~using common core language;~~

22 ~~(44) practicing as a culturally skilled school~~  
23 ~~counselor by infusing the multicultural competencies~~  
24 ~~within the role of the school counselor, including the~~  
25 ~~practice of culturally sensitive attitudes and beliefs,~~  
26 ~~knowledge, and skills;~~

1           ~~(45) infusing the Social Emotional Standards, as~~  
2           ~~presented in the State Board of Education standards,~~  
3           ~~across the curriculum and in the counselor's role in ways~~  
4           ~~that empower and enable students to achieve academic~~  
5           ~~success across all grade levels;~~

6           ~~(46) providing services only in areas in which the~~  
7           ~~school counselor has appropriate training or expertise, as~~  
8           ~~well as only providing counseling or consulting services~~  
9           ~~within his or her employment to any student in the~~  
10           ~~district or districts which employ such school counselor,~~  
11           ~~in accordance with professional ethics;~~

12           ~~(47) having adequate training in supervision knowledge~~  
13           ~~and skills in order to supervise school counseling interns~~  
14           ~~enrolled in graduate school counselor preparation programs~~  
15           ~~that meet the standards established by the State Board of~~  
16           ~~Education;~~

17           ~~(48) being involved with State and national~~  
18           ~~professional associations;~~

19           ~~(49) participating, at least once every 2 years, in an~~  
20           ~~in-service training program for school counselors~~  
21           ~~conducted by persons with expertise in domestic and sexual~~  
22           ~~violence and the needs of expectant and parenting youth,~~  
23           ~~which shall include training concerning (i) communicating~~  
24           ~~with and listening to youth victims of domestic or sexual~~  
25           ~~violence and expectant and parenting youth, (ii)~~  
26           ~~connecting youth victims of domestic or sexual violence~~

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

10 ~~(50) participating, at least every 2 years, in an~~  
11 ~~in-service training program for school counselors~~  
12 ~~conducted by persons with expertise in anaphylactic~~  
13 ~~reactions and management;~~

14 ~~(51) participating, at least once every 2 years, in an~~  
15 ~~in-service training on educator ethics, teacher student~~  
16 ~~conduct, and school employee student conduct for all~~  
17 ~~personnel;~~

18 ~~(52) participating, in addition to other topics at~~  
19 ~~in-service training programs, in training to identify the~~  
20 ~~warning signs of mental illness and suicidal behavior in~~  
21 ~~adolescents and teenagers and learning appropriate~~  
22 ~~intervention and referral techniques;~~

23 ~~(53) obtaining training to have a basic knowledge of~~  
24 ~~matters relating to acquired immunodeficiency syndrome~~  
25 ~~(AIDS), including the nature of the disease, its causes~~  
26 ~~and effects, the means of detecting it and preventing its~~



1 ~~transmission, and the availability of appropriate sources~~  
2 ~~of counseling and referral and any other information that~~  
3 ~~may be appropriate considering the age and grade level of~~  
4 ~~the pupils; the school board shall supervise such training~~  
5 ~~and the State Board of Education and the Department of~~  
6 ~~Public Health shall jointly develop standards for such~~  
7 ~~training;~~

8 ~~(54) participating in mandates from the State Board of~~  
9 ~~Education for bullying education and social emotional~~  
10 ~~literacy; and~~

11 ~~(55) promoting career and technical education by~~  
12 ~~assisting each student to determine an appropriate~~  
13 ~~postsecondary plan based upon the student's skills,~~  
14 ~~strengths, and goals and assisting the student to~~  
15 ~~implement the best practices that improve career or~~  
16 ~~workforce readiness after high school.~~

17 School districts may employ a sufficient number of school  
18 counselors to maintain the national and State recommended  
19 student-counselor ratio of 250 to 1. ~~School districts may have~~  
20 ~~school counselors spend at least 80% of his or her work time in~~  
21 ~~direct contact with students.~~

22 ~~Nothing in this Section prohibits other qualified~~  
23 ~~professionals, including other endorsed school support~~  
24 ~~personnel, from providing the services listed in this Section.~~

25 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23.)

1 (Text of Section after amendment by P.A. 103-542)

2 Sec. 10-22.24b. School counseling services. School  
3 counseling services in public schools shall ~~may~~ be provided by  
4 school counselors, as defined in Section 10-22.24a of this  
5 Code, or by individuals who hold a Professional Educator  
6 License with a school support personnel endorsement in the  
7 area of school counseling under Section 21B-25 of this Code.

8 School counseling services may be delivered through a  
9 comprehensive school counseling program, which is a  
10 standards-based, data-informed program designed to meet the  
11 needs of all students in an educational setting through  
12 instruction, small group support, and individualized  
13 consultation. These needs may be met through all of the  
14 following include, but are not limited to:

15 (1) Providing services to all students and addressing  
16 the knowledge and skills appropriate to their  
17 developmental level through a collaborative model of  
18 delivery involving the school counselor, classroom  
19 teachers, and other appropriate education professionals  
20 and including prevention and pre-referral activities.

21 (2) Presenting an annual agreement to the  
22 administration, including a formal discussion of the  
23 alignment of school and school counseling program missions  
24 and goals and detailing specific school counselor  
25 responsibilities.

26 (3) Abiding by all federal, State, and local student

1 privacy and parental notification laws, rules, and  
2 policies.

3 (4) Identifying and implementing culturally sensitive  
4 measures of success for student competencies in each of  
5 the 3 domains of academic, social-emotional, and college  
6 and career learning based on the planned and periodic  
7 assessment of the school counseling program.

8 (5) Analyzing data and results of school counseling  
9 program assessments, including curriculum, small-group,  
10 and closing-the-gap results reports, and designing  
11 strategies to continue to improve program effectiveness.

12 (6) Analyzing data and results of school counselor  
13 competency assessments.

14 (7) Following the American School Counselor  
15 Association Ethical Standards for School Counselors to  
16 demonstrate high standards of integrity, leadership, and  
17 professionalism.

18 (8) Providing services only in areas in which the  
19 school counselor has appropriate training or expertise, as  
20 well as only providing counseling or consulting services  
21 within the school counselor's employment to any student in  
22 the school district or districts that employ the school  
23 counselor, in accordance with professional ethics.

24 (9) Being involved with State and national  
25 professional associations.

26 (10) Participating in the State-mandated training and

1       professional development needed to fulfill the  
2       responsibilities of the job assignment.

3       (11) Using student competencies to assess student  
4       growth and development and inform decisions regarding  
5       strategies, activities, and services that help students  
6       achieve at the highest academic level possible.

7       (12) Delivering information to students and teachers  
8       within the school counseling curriculum on best practices  
9       in mindsets and behaviors, such as learning strategies,  
10      self-management skills, and social skills, and  
11      metacognition skills that are critical to academic  
12      success.

13      (13) Working to remove barriers to access and  
14      providing students with the opportunity for academic  
15      challenge in the most rigorous coursework possible.

16      (14) Working with administrative staff, teachers, and  
17      other school personnel to create a school environment that  
18      encourages academic success and striving to one's  
19      potential.

20      (15) Collaborating as a team member in multi-tiered  
21      systems of support and other school initiatives.

22      (16) Assisting in the development of a personal  
23      educational plan with each student.

24      (17) Assisting students with goal setting and  
25      successful skills for classroom behavior, studying, test  
26      preparation, internal motivation, and intrinsic rewards.

1           (18) Assisting stakeholders in interpreting  
2 achievement test results and guiding students in  
3 appropriate directions.

4           (19) Advocating for and providing input for students  
5 during the federal Section 504 plan and individualized  
6 education program process, but not as a coordinator of  
7 these plans.

8           (20) Conducting observations and participating in  
9 recommendations or interventions regarding the placement  
10 of children in educational programs.

11           (21) Infusing the social-emotional learning standards,  
12 as presented in the State Board of Education's learning  
13 standards, across the curriculum and in the counselor's  
14 role in ways that empower and enable students to achieve  
15 academic success across all grade levels.

16           (22) Providing college and career development  
17 activities and counseling.

18           (23) Developing individual career plans with students  
19 that include planning for post-secondary education, as  
20 appropriate, and engaging in related and relevant career  
21 and technical education coursework in high school.

22           (24) Assisting all students with a college or  
23 post-secondary education plan, which must include a  
24 discussion on all post-secondary education options,  
25 including 4-year colleges or universities, community  
26 colleges, and vocational schools, planning for

1 post-secondary education, as appropriate, and engaging in  
2 related and relevant career and technical education  
3 coursework in high school.

4 (25) Educating all students on scholarships, financial  
5 aid, and preparation of the Free Application for Federal  
6 Student Aid.

7 (26) Collaborating with institutions of higher  
8 education and local community colleges so that students  
9 understand post-secondary education options and are ready  
10 to transition successfully.

11 (27) Providing information for all students in the  
12 selection of courses that will lead to post-secondary  
13 education opportunities toward a successful career.

14 (28) Working as a culturally skilled professional who  
15 acts sensitively to promote social justice and equity in a  
16 pluralistic society.

17 (29) Providing individual and group counseling.

18 (30) Assisting with the referral process, if  
19 necessary, to appropriate offices or outside agencies.

20 (31) Providing crisis intervention and contributing to  
21 the development of a specific crisis plan within the  
22 school setting, in collaboration with multiple  
23 stakeholders.

24 (32) Providing counseling and other resources to  
25 students who are in crisis.

26 (33) Addressing bullying and conflict resolution with

1       all students.

2       (34) Teaching communication skills and helping  
3       students develop positive relationships.

4       (35) Using culturally sensitive skills in working with  
5       all students to promote wellness.

6       (36) Providing families with opportunities for  
7       education and counseling, as appropriate, in relation to  
8       the student's educational assessment.

9       (37) Consulting and collaborating with teachers and  
10       other school personnel regarding behavior management and  
11       intervention plans and inclusion in support of students.

12       (38) Teaming and partnering with staff, parents,  
13       businesses, and community organizations to support student  
14       achievement and social-emotional learning standards for  
15       all students.

16       (39) Developing and implementing school-based  
17       prevention programs, including, but not limited to,  
18       mediation and violence prevention, implementing social and  
19       emotional education programs and services, and  
20       establishing and implementing bullying prevention and  
21       intervention programs.

22       (40) Developing culturally sensitive assessment  
23       instruments for measuring school counseling prevention and  
24       intervention effectiveness and collecting, analyzing, and  
25       interpreting data.

26       (41) Participating on school and district committees

1 to advocate for student programs and resources, as well as  
2 establishing a school counseling advisory council that  
3 includes representatives of key stakeholders selected to  
4 review and advise on the implementation of the school  
5 counseling program.

6 (42) Acting as a liaison between the public schools  
7 and community resources and building relationships with  
8 important stakeholders, such as families, administrators,  
9 teachers, and school board members.

10 ~~(1) designing and delivering a comprehensive school~~  
11 ~~counseling program that promotes student achievement and~~  
12 ~~wellness;~~

13 ~~(2) incorporating the common core language into the~~  
14 ~~school counselor's work and role;~~

15 ~~(3) school counselors working as culturally skilled~~  
16 ~~professionals who act sensitively to promote social~~  
17 ~~justice and equity in a pluralistic society;~~

18 ~~(4) providing individual and group counseling;~~

19 ~~(5) providing a core counseling curriculum that serves~~  
20 ~~all students and addresses the knowledge and skills~~  
21 ~~appropriate to their developmental level through a~~  
22 ~~collaborative model of delivery involving the school~~  
23 ~~counselor, classroom teachers, and other appropriate~~  
24 ~~education professionals, and including prevention and~~  
25 ~~pre-referral activities;~~

26 ~~(6) making referrals when necessary to appropriate~~



1 ~~offices or outside agencies;~~

2 ~~(7) providing college and career development~~  
3 ~~activities and counseling;~~

4 ~~(8) developing individual career plans with students,~~  
5 ~~which includes planning for post secondary education, as~~  
6 ~~appropriate, and engaging in related and relevant career~~  
7 ~~and technical education coursework in high school as~~  
8 ~~described in paragraph (55);~~

9 ~~(9) assisting all students with a college or~~  
10 ~~post secondary education plan, which must include a~~  
11 ~~discussion on all post secondary education options,~~  
12 ~~including 4 year colleges or universities, community~~  
13 ~~colleges, and vocational schools, and includes planning~~  
14 ~~for post secondary education, as appropriate, and engaging~~  
15 ~~in related and relevant career and technical education~~  
16 ~~coursework in high school as described in paragraph (55);~~

17 ~~(10) intentionally addressing the career and college~~  
18 ~~needs of first generation students;~~

19 ~~(11) educating all students on scholarships, financial~~  
20 ~~aid, and preparation of the Federal Application for~~  
21 ~~Federal Student Aid;~~

22 ~~(12) collaborating with institutions of higher~~  
23 ~~education and local community colleges so that students~~  
24 ~~understand post secondary education options and are ready~~  
25 ~~to transition successfully;~~

26 ~~(13) providing crisis intervention and contributing to~~

1 ~~the development of a specific crisis plan within the~~  
2 ~~school setting in collaboration with multiple~~  
3 ~~stakeholders;~~

4 ~~(14) educating students, teachers, and parents on~~  
5 ~~anxiety, depression, cutting, and suicide issues and~~  
6 ~~intervening with students who present with these issues;~~

7 ~~(15) providing counseling and other resources to~~  
8 ~~students who are in crisis;~~

9 ~~(16) providing resources for those students who do not~~  
10 ~~have access to mental health services;~~

11 ~~(17) addressing bullying and conflict resolution with~~  
12 ~~all students;~~

13 ~~(18) teaching communication skills and helping~~  
14 ~~students develop positive relationships;~~

15 ~~(19) using culturally sensitive skills in working with~~  
16 ~~all students to promote wellness;~~

17 ~~(20) addressing the needs of undocumented students in~~  
18 ~~the school, as well as students who are legally in the~~  
19 ~~United States, but whose parents are undocumented;~~

20 ~~(21) contributing to a student's functional behavioral~~  
21 ~~assessment, as well as assisting in the development of~~  
22 ~~non-aversive behavioral intervention strategies;~~

23 ~~(22) (i) assisting students in need of special~~  
24 ~~education services by implementing the academic supports~~  
25 ~~and social-emotional and college or career development~~  
26 ~~counseling services or interventions per a student's~~

1 ~~individualized education program (IEP); (ii) participating~~  
2 ~~in or contributing to a student's IEP and completing a~~  
3 ~~social developmental history; or (iii) providing services~~  
4 ~~to a student with a disability under the student's IEP or~~  
5 ~~federal Section 504 plan, as recommended by the student's~~  
6 ~~IEP team or Section 504 plan team and in compliance with~~  
7 ~~federal and State laws and rules governing the provision~~  
8 ~~of educational and related services and school based~~  
9 ~~accommodations to students with disabilities and the~~  
10 ~~qualifications of school personnel to provide such~~  
11 ~~services and accommodations;~~

12 ~~(23) assisting in the development of a personal~~  
13 ~~educational plan with each student;~~

14 ~~(24) educating students on dual credit and learning~~  
15 ~~opportunities on the Internet;~~

16 ~~(25) providing information for all students in the~~  
17 ~~selection of courses that will lead to post secondary~~  
18 ~~education opportunities toward a successful career;~~

19 ~~(26) interpreting achievement test results and guiding~~  
20 ~~students in appropriate directions;~~

21 ~~(27) counseling with students, families, and teachers,~~  
22 ~~in compliance with federal and State laws;~~

23 ~~(28) providing families with opportunities for~~  
24 ~~education and counseling as appropriate in relation to the~~  
25 ~~student's educational assessment;~~

26 ~~(29) consulting and collaborating with teachers and~~

1 ~~other school personnel regarding behavior management and~~  
2 ~~intervention plans and inclusion in support of students;~~

3 ~~(30) teaming and partnering with staff, parents,~~  
4 ~~businesses, and community organizations to support student~~  
5 ~~achievement and social emotional learning standards for~~  
6 ~~all students;~~

7 ~~(31) developing and implementing school based~~  
8 ~~prevention programs, including, but not limited to,~~  
9 ~~mediation and violence prevention, implementing social and~~  
10 ~~emotional education programs and services, and~~  
11 ~~establishing and implementing bullying prevention and~~  
12 ~~intervention programs;~~

13 ~~(32) developing culturally sensitive assessment~~  
14 ~~instruments for measuring school counseling prevention and~~  
15 ~~intervention effectiveness and collecting, analyzing, and~~  
16 ~~interpreting data;~~

17 ~~(33) participating on school and district committees~~  
18 ~~to advocate for student programs and resources, as well as~~  
19 ~~establishing a school counseling advisory council that~~  
20 ~~includes representatives of key stakeholders selected to~~  
21 ~~review and advise on the implementation of the school~~  
22 ~~counseling program;~~

23 ~~(34) acting as a liaison between the public schools~~  
24 ~~and community resources and building relationships with~~  
25 ~~important stakeholders, such as families, administrators,~~  
26 ~~teachers, and board members;~~

1           ~~(35) maintaining organized, clear, and useful records~~  
2           ~~in a confidential manner consistent with Section 5 of the~~  
3           ~~Illinois School Student Records Act, the Family~~  
4           ~~Educational Rights and Privacy Act, and the Health~~  
5           ~~Insurance Portability and Accountability Act;~~

6           ~~(36) presenting an annual agreement to the~~  
7           ~~administration, including a formal discussion of the~~  
8           ~~alignment of school and school counseling program missions~~  
9           ~~and goals and detailing specific school counselor~~  
10          ~~responsibilities;~~

11          ~~(37) identifying and implementing culturally sensitive~~  
12          ~~measures of success for student competencies in each of~~  
13          ~~the 3 domains of academic, social and emotional, and~~  
14          ~~college and career learning based on planned and periodic~~  
15          ~~assessment of the comprehensive developmental school~~  
16          ~~counseling program;~~

17          ~~(38) collaborating as a team member in Response to~~  
18          ~~Intervention (RtI) and other school initiatives;~~

19          ~~(39) conducting observations and participating in~~  
20          ~~recommendations or interventions regarding the placement~~  
21          ~~of children in educational programs or special education~~  
22          ~~classes;~~

23          ~~(40) analyzing data and results of school counseling~~  
24          ~~program assessments, including curriculum, small group,~~  
25          ~~and closing the gap results reports, and designing~~  
26          ~~strategies to continue to improve program effectiveness;~~

1           ~~(41) analyzing data and results of school counselor~~  
2 ~~competency assessments;~~

3           ~~(42) following American School Counselor Association~~  
4 ~~Ethical Standards for School Counselors to demonstrate~~  
5 ~~high standards of integrity, leadership, and~~  
6 ~~professionalism;~~

7           ~~(43) knowing and embracing common core standards by~~  
8 ~~using common core language;~~

9           ~~(44) practicing as a culturally skilled school~~  
10 ~~counselor by infusing the multicultural competencies~~  
11 ~~within the role of the school counselor, including the~~  
12 ~~practice of culturally sensitive attitudes and beliefs,~~  
13 ~~knowledge, and skills;~~

14           ~~(45) infusing the Social Emotional Standards, as~~  
15 ~~presented in the State Board of Education standards,~~  
16 ~~across the curriculum and in the counselor's role in ways~~  
17 ~~that empower and enable students to achieve academic~~  
18 ~~success across all grade levels;~~

19           ~~(46) providing services only in areas in which the~~  
20 ~~school counselor has appropriate training or expertise, as~~  
21 ~~well as only providing counseling or consulting services~~  
22 ~~within his or her employment to any student in the~~  
23 ~~district or districts which employ such school counselor,~~  
24 ~~in accordance with professional ethics;~~

25           ~~(47) having adequate training in supervision knowledge~~  
26 ~~and skills in order to supervise school counseling interns~~

1 ~~enrolled in graduate school counselor preparation programs~~  
2 ~~that meet the standards established by the State Board of~~  
3 ~~Education;~~

4 ~~(48) being involved with State and national~~  
5 ~~professional associations;~~

6 ~~(49) complete the required training as outlined in~~  
7 ~~Section 10-22.39;~~

8 ~~(50) (blank);~~

9 ~~(51) (blank);~~

10 ~~(52) (blank);~~

11 ~~(53) (blank);~~

12 ~~(54) participating in mandates from the State Board of~~  
13 ~~Education for bullying education and social-emotional~~  
14 ~~literacy; and~~

15 ~~(55) promoting career and technical education by~~  
16 ~~assisting each student to determine an appropriate~~  
17 ~~postsecondary plan based upon the student's skills,~~  
18 ~~strengths, and goals and assisting the student to~~  
19 ~~implement the best practices that improve career or~~  
20 ~~workforce readiness after high school.~~

21 School districts may employ a sufficient number of school  
22 counselors to maintain the national and State recommended  
23 student-counselor ratio of 250 to 1. ~~School districts may have~~  
24 ~~school counselors spend at least 80% of his or her work time in~~  
25 ~~direct contact with students.~~

26 ~~Nothing in this Section prohibits other qualified~~

1 ~~professionals, including other endorsed school support~~  
2 ~~personnel, from providing the services listed in this Section.~~

3 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;  
4 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for  
5 effective date of P.A. 103-542.)

6 (105 ILCS 5/10-27.1A)

7 Sec. 10-27.1A. Firearms in schools.

8 (a) All school officials, including teachers, school  
9 counselors, and support staff, shall immediately notify the  
10 office of the principal in the event that they observe any  
11 person in possession of a firearm on school grounds; provided  
12 that taking such immediate action to notify the office of the  
13 principal would not immediately endanger the health, safety,  
14 or welfare of students who are under the direct supervision of  
15 the school official or the school official. If the health,  
16 safety, or welfare of students under the direct supervision of  
17 the school official or of the school official is immediately  
18 endangered, the school official shall notify the office of the  
19 principal as soon as the students under his or her supervision  
20 and he or she are no longer under immediate danger. A report is  
21 not required by this Section when the school official knows  
22 that the person in possession of the firearm is a law  
23 enforcement official engaged in the conduct of his or her  
24 official duties. Any school official acting in good faith who  
25 makes such a report under this Section shall have immunity



1 from any civil or criminal liability that might otherwise be  
2 incurred as a result of making the report. The identity of the  
3 school official making such report shall not be disclosed  
4 except as expressly and specifically authorized by law.  
5 Knowingly and willfully failing to comply with this Section is  
6 a petty offense. A second or subsequent offense is a Class C  
7 misdemeanor.

8 (b) Upon receiving a report from any school official  
9 pursuant to this Section, or from any other person, the  
10 principal or his or her designee shall immediately notify a  
11 local law enforcement agency. If the person found to be in  
12 possession of a firearm on school grounds is a student, the  
13 principal or his or her designee shall also immediately notify  
14 that student's parent or guardian. Any principal or his or her  
15 designee acting in good faith who makes such reports under  
16 this Section shall have immunity from any civil or criminal  
17 liability that might otherwise be incurred or imposed as a  
18 result of making the reports. Knowingly and willfully failing  
19 to comply with this Section is a petty offense. A second or  
20 subsequent offense is a Class C misdemeanor. If the person  
21 found to be in possession of the firearm on school grounds is a  
22 minor, the law enforcement agency shall detain that minor  
23 until such time as the agency makes a determination pursuant  
24 to clause (a) of subsection (1) of Section 5-401 of the  
25 Juvenile Court Act of 1987, as to whether the agency  
26 reasonably believes that the minor is delinquent. If the law

1 enforcement agency determines that probable cause exists to  
2 believe that the minor committed a violation of item (4) of  
3 subsection (a) of Section 24-1 of the Criminal Code of 2012  
4 while on school grounds, the agency shall detain the minor for  
5 processing pursuant to Section 5-407 of the Juvenile Court Act  
6 of 1987.

7 (c) Upon receipt of any written, electronic, or verbal  
8 report from any school personnel regarding a verified incident  
9 involving a firearm in a school or on school owned or leased  
10 property, including any conveyance owned, leased, or used by  
11 the school for the transport of students or school personnel,  
12 the superintendent or his or her designee shall report all  
13 such firearm-related incidents occurring in a school or on  
14 school property to (i) the local law enforcement authorities  
15 immediately, who shall report to the Illinois State Police in  
16 a form, manner, and frequency as prescribed by the Illinois  
17 State Police, and (ii) the State Board of Education through  
18 existing school incident data reporting systems by no later  
19 than August 1 for the preceding school year.

20 ~~The State Board of Education shall receive an annual~~  
21 ~~statistical compilation and related data associated with~~  
22 ~~incidents involving firearms in schools from the Illinois~~  
23 ~~State Police.~~ The State Board of Education shall compile the  
24 ~~this~~ information it receives under this subsection (c) and  
25 Section 34-8.05 by school district and make it available to  
26 the public.

1 ~~by school district and make it available to the public.~~

2 (d) As used in this Section, the term "firearm" shall have  
3 the meaning ascribed to it in Section 1.1 of the Firearm Owners  
4 Identification Card Act.

5 As used in this Section, the term "school" means any  
6 public or private elementary or secondary school.

7 As used in this Section, the term "school grounds"  
8 includes the real property comprising any school, any  
9 conveyance owned, leased, or contracted by a school to  
10 transport students to or from school or a school-related  
11 activity, or any public way within 1,000 feet of the real  
12 property comprising any school.

13 (Source: P.A. 102-197, eff. 7-30-21; 102-538, eff. 8-20-21;  
14 102-813, eff. 5-13-22; 103-34, eff. 6-9-23.)

15 (105 ILCS 5/10-27.1B)

16 Sec. 10-27.1B. Reporting drug-related incidents in  
17 schools.

18 (a) In this Section:

19 "Drug" means "cannabis" as defined under subsection (a) of  
20 Section 3 of the Cannabis Control Act, "narcotic drug" as  
21 defined under subsection (aa) of Section 102 of the Illinois  
22 Controlled Substances Act, or "methamphetamine" as defined  
23 under Section 10 of the Methamphetamine Control and Community  
24 Protection Act.

25 "School" means any public or private elementary or

1 secondary school.

2 (b) Upon receipt of any written, electronic, or verbal  
3 report from any school personnel regarding a verified incident  
4 involving drugs in a school or on school owned or leased  
5 property, including any conveyance owned, leased, or used by  
6 the school for the transport of students or school personnel,  
7 the superintendent or his or her designee, or other  
8 appropriate administrative officer for a private school, shall  
9 report all such drug-related incidents occurring in a school  
10 or on school property to (i) the local law enforcement  
11 authorities immediately, (ii) ~~and to~~ the Illinois State Police  
12 in a form, manner, and frequency as prescribed by the Illinois  
13 State Police, and (iii) the State Board of Education through  
14 existing school incident data reporting systems by no later  
15 than August 1 for the preceding school year.

16 ~~(c) The State Board of Education shall receive an annual~~  
17 ~~statistical compilation and related data associated with~~  
18 ~~drug related incidents in schools from the Illinois State~~  
19 ~~Police.~~ The State Board of Education shall compile the ~~this~~  
20 information it receives under subsection (b) by school  
21 district and make it available to the public.

22 (Source: P.A. 102-538, eff. 8-20-21.)

23 (105 ILCS 5/21B-45)

24 Sec. 21B-45. Professional Educator License renewal.

25 (a) Individuals holding a Professional Educator License

1 are required to complete the licensure renewal requirements as  
2 specified in this Section, unless otherwise provided in this  
3 Code.

4 Individuals holding a Professional Educator License shall  
5 meet the renewal requirements set forth in this Section,  
6 unless otherwise provided in this Code. If an individual holds  
7 a license endorsed in more than one area that has different  
8 renewal requirements, that individual shall follow the renewal  
9 requirements for the position for which he or she spends the  
10 majority of his or her time working.

11 (b) All Professional Educator Licenses not renewed as  
12 provided in this Section shall lapse on September 1 of that  
13 year. Notwithstanding any other provisions of this Section, if  
14 a license holder's electronic mail address is available, the  
15 State Board of Education shall send him or her notification  
16 electronically that his or her license will lapse if not  
17 renewed, to be sent no more than 6 months prior to the license  
18 lapsing. Lapsed licenses may be immediately reinstated upon  
19 (i) payment to the State Board of Education by the applicant of  
20 a \$50 penalty or (ii) the demonstration of proficiency by  
21 completing 9 semester hours of coursework from a regionally  
22 accredited institution of higher education in the content area  
23 that most aligns with one or more of the educator's  
24 endorsement areas. Any and all back fees, including without  
25 limitation registration fees owed from the time of expiration  
26 of the license until the date of reinstatement, shall be paid

1 and kept in accordance with the provisions in Article 3 of this  
2 Code concerning an institute fund and the provisions in  
3 Article 21B of this Code concerning fees and requirements for  
4 registration. Licenses not registered in accordance with  
5 Section 21B-40 of this Code shall lapse after a period of 6  
6 months from the expiration of the last year of registration or  
7 on January 1 of the fiscal year following initial issuance of  
8 the license. An unregistered license is invalid after  
9 September 1 for employment and performance of services in an  
10 Illinois public or State-operated school or cooperative and in  
11 a charter school. Any license or endorsement may be  
12 voluntarily surrendered by the license holder. A voluntarily  
13 surrendered license shall be treated as a revoked license. An  
14 Educator License with Stipulations with only a  
15 paraprofessional endorsement does not lapse.

16 (c) From July 1, 2013 through June 30, 2014, in order to  
17 satisfy the requirements for licensure renewal provided for in  
18 this Section, each professional educator licensee with an  
19 administrative endorsement who is working in a position  
20 requiring such endorsement shall complete one Illinois  
21 Administrators' Academy course, as described in Article 2 of  
22 this Code, per fiscal year.

23 (c-5) All licenses issued by the State Board of Education  
24 under this Article that expire on June 30, 2020 and have not  
25 been renewed by the end of the 2020 renewal period shall be  
26 extended for one year and shall expire on June 30, 2021.

1 (d) Beginning July 1, 2014, in order to satisfy the  
2 requirements for licensure renewal provided for in this  
3 Section, each professional educator licensee may create a  
4 professional development plan each year. The plan shall  
5 address one or more of the endorsements that are required of  
6 his or her educator position if the licensee is employed and  
7 performing services in an Illinois public or State-operated  
8 school or cooperative. If the licensee is employed in a  
9 charter school, the plan shall address that endorsement or  
10 those endorsements most closely related to his or her educator  
11 position. Licensees employed and performing services in any  
12 other Illinois schools may participate in the renewal  
13 requirements by adhering to the same process.

14 Except as otherwise provided in this Section, the  
15 licensee's professional development activities shall align  
16 with one or more of the following criteria:

17 (1) activities are of a type that engages participants  
18 over a sustained period of time allowing for analysis,  
19 discovery, and application as they relate to student  
20 learning, social or emotional achievement, or well-being;

21 (2) professional development aligns to the licensee's  
22 performance;

23 (3) outcomes for the activities must relate to student  
24 growth or district improvement;

25 (4) activities align to State-approved standards; and

26 (5) higher education coursework.

1           (e) For each renewal cycle, each professional educator  
2 licensee shall engage in professional development activities.  
3 Prior to renewal, the licensee shall enter electronically into  
4 the Educator Licensure Information System (ELIS) the name,  
5 date, and location of the activity, the number of professional  
6 development hours, and the provider's name. The following  
7 provisions shall apply concerning professional development  
8 activities:

9           (1) Each licensee shall complete a total of 120 hours  
10 of professional development per 5-year renewal cycle in  
11 order to renew the license, except as otherwise provided  
12 in this Section.

13           (2) Beginning with his or her first full 5-year cycle,  
14 any licensee with an administrative endorsement who is not  
15 working in a position requiring such endorsement is not  
16 required to complete Illinois Administrators' Academy  
17 courses, as described in Article 2 of this Code. Such  
18 licensees must complete one Illinois Administrators'  
19 Academy course within one year after returning to a  
20 position that requires the administrative endorsement.

21           (3) Any licensee with an administrative endorsement  
22 who is working in a position requiring such endorsement or  
23 an individual with a Teacher Leader endorsement serving in  
24 an administrative capacity at least 50% of the day shall  
25 complete one Illinois Administrators' Academy course, as  
26 described in Article 2 of this Code, each fiscal year in



1 addition to 100 hours of professional development per  
2 5-year renewal cycle in accordance with this Code.  
3 However, for the 2021-2022 school year only, a licensee  
4 under this paragraph (3) is not required to complete an  
5 Illinois Administrators' Academy course.

6 (4) Any licensee holding a current National Board for  
7 Professional Teaching Standards (NBPTS) master teacher  
8 designation shall complete a total of 60 hours of  
9 professional development per 5-year renewal cycle in order  
10 to renew the license.

11 (5) Licensees working in a position that does not  
12 require educator licensure or working in a position for  
13 less than 50% for any particular year are considered to be  
14 exempt and shall be required to pay only the registration  
15 fee in order to renew and maintain the validity of the  
16 license.

17 (6) Licensees who are retired and qualify for benefits  
18 from a State of Illinois retirement system shall be listed  
19 as retired, and the license shall be maintained in retired  
20 status. For any renewal cycle in which a licensee retires  
21 during the renewal cycle, the licensee must complete  
22 professional development activities on a prorated basis  
23 depending on the number of years during the renewal cycle  
24 the educator held an active license. If a licensee retires  
25 during a renewal cycle, the license status must be updated  
26 using ELIS indicating that the licensee wishes to maintain

1 the license in retired status and the licensee must show  
2 proof of completion of professional development activities  
3 on a prorated basis for all years of that renewal cycle for  
4 which the license was active. An individual with a license  
5 in retired status shall not be required to complete  
6 professional development activities until returning to a  
7 position that requires educator licensure. Upon returning  
8 to work in a position that requires the Professional  
9 Educator License, the license status shall immediately be  
10 updated using ELIS and the licensee shall complete renewal  
11 requirements for that year. A retired teacher, even if  
12 returning to a position that requires educator licensure,  
13 shall not be required to pay registration fees. A license  
14 in retired status cannot lapse. Beginning on January 6,  
15 2017 (the effective date of Public Act 99-920) through  
16 December 31, 2017, any licensee who has retired and whose  
17 license has lapsed for failure to renew as provided in  
18 this Section may reinstate that license and maintain it in  
19 retired status upon providing proof to the State Board of  
20 Education using ELIS that the licensee is retired and is  
21 not working in a position that requires a Professional  
22 Educator License.

23 (7) For any renewal cycle in which professional  
24 development hours were required, but not fulfilled, the  
25 licensee shall complete any missed hours to total the  
26 minimum professional development hours required in this

1 Section prior to September 1 of that year. Professional  
2 development hours used to fulfill the minimum required  
3 hours for a renewal cycle may be used for only one renewal  
4 cycle. For any fiscal year or renewal cycle in which an  
5 Illinois Administrators' Academy course was required but  
6 not completed, the licensee shall complete any missed  
7 Illinois Administrators' Academy courses prior to  
8 September 1 of that year. The licensee may complete all  
9 deficient hours and Illinois Administrators' Academy  
10 courses while continuing to work in a position that  
11 requires that license until September 1 of that year.

12 (8) Any licensee who has not fulfilled the  
13 professional development renewal requirements set forth in  
14 this Section at the end of any 5-year renewal cycle is  
15 ineligible to register his or her license and may submit  
16 an appeal to the State Superintendent of Education for  
17 reinstatement of the license.

18 (9) If professional development opportunities were  
19 unavailable to a licensee, proof that opportunities were  
20 unavailable and request for an extension of time beyond  
21 August 31 to complete the renewal requirements may be  
22 submitted from April 1 through June 30 of that year to the  
23 State Educator Preparation and Licensure Board. If an  
24 extension is approved, the license shall remain valid  
25 during the extension period.

26 (10) Individuals who hold exempt licenses prior to

1 December 27, 2013 (the effective date of Public Act  
2 98-610) shall commence the annual renewal process with the  
3 first scheduled registration due after December 27, 2013  
4 (the effective date of Public Act 98-610).

5 (11) Notwithstanding any other provision of this  
6 subsection (e), if a licensee earns more than the required  
7 number of professional development hours during a renewal  
8 cycle, then the licensee may carry over any hours earned  
9 from April 1 through June 30 of the last year of the  
10 renewal cycle. Any hours carried over in this manner must  
11 be applied to the next renewal cycle. Illinois  
12 Administrators' Academy courses or hours earned in those  
13 courses may not be carried over.

14 (e-5) The number of professional development hours  
15 required under subsection (e) is reduced by 20% for any  
16 renewal cycle that includes the 2021-2022 school year.

17 (f) At the time of renewal, each licensee shall respond to  
18 the required questions under penalty of perjury.

19 (f-5) The State Board of Education shall conduct random  
20 audits of licensees to verify a licensee's fulfillment of the  
21 professional development hours required under this Section.  
22 Upon completion of a random audit, if it is determined by the  
23 State Board of Education that the licensee did not complete  
24 the required number of professional development hours or did  
25 not provide sufficient proof of completion, the licensee shall  
26 be notified that his or her license has lapsed. A license that

1 has lapsed under this subsection may be reinstated as provided  
2 in subsection (b).

3 (g) The following entities shall be designated as approved  
4 to provide professional development activities for the renewal  
5 of Professional Educator Licenses:

6 (1) The State Board of Education.

7 (2) Regional offices of education and intermediate  
8 service centers.

9 (3) Illinois professional associations representing  
10 the following groups that are approved by the State  
11 Superintendent of Education:

12 (A) school administrators;

13 (B) principals;

14 (C) school business officials;

15 (D) teachers, including special education  
16 teachers;

17 (E) school boards;

18 (F) school districts;

19 (G) parents; and

20 (H) school service personnel.

21 (4) Regionally accredited institutions of higher  
22 education that offer Illinois-approved educator  
23 preparation programs and public community colleges subject  
24 to the Public Community College Act.

25 (5) Illinois public school districts, charter schools  
26 authorized under Article 27A of this Code, and joint

1 educational programs authorized under Article 10 of this  
2 Code for the purposes of providing career and technical  
3 education or special education services.

4 (6) A not-for-profit organization that, as of December  
5 31, 2014 (the effective date of Public Act 98-1147), has  
6 had or has a grant from or a contract with the State Board  
7 of Education to provide professional development services  
8 in the area of English Learning to Illinois school  
9 districts, teachers, or administrators.

10 (7) State agencies, State boards, and State  
11 commissions.

12 (8) Museums as defined in Section 10 of the Museum  
13 Disposition of Property Act.

14 (h) Approved providers under subsection (g) of this  
15 Section shall make available professional development  
16 opportunities that satisfy at least one of the following:

17 (1) increase the knowledge and skills of school and  
18 district leaders who guide continuous professional  
19 development;

20 (2) improve the learning of students;

21 (3) organize adults into learning communities whose  
22 goals are aligned with those of the school and district;

23 (4) deepen educator's content knowledge;

24 (5) provide educators with research-based  
25 instructional strategies to assist students in meeting  
26 rigorous academic standards;

1           (6) prepare educators to appropriately use various  
2 types of classroom assessments;

3           (7) use learning strategies appropriate to the  
4 intended goals;

5           (8) provide educators with the knowledge and skills to  
6 collaborate;

7           (9) prepare educators to apply research to decision  
8 making;

9           (10) provide educators with training on inclusive  
10 practices in the classroom that examines instructional and  
11 behavioral strategies that improve academic and  
12 social-emotional outcomes for all students, with or  
13 without disabilities, in a general education setting; or

14           (11) beginning on July 1, 2022, provide educators with  
15 training on the physical and mental health needs of  
16 students, student safety, educator ethics, professional  
17 conduct, and other topics that address the well-being of  
18 students and improve the academic and social-emotional  
19 outcomes of students.

20           (i) Approved providers under subsection (g) of this  
21 Section shall do the following:

22           (1) align professional development activities to the  
23 State-approved national standards for professional  
24 learning;

25           (2) meet the professional development criteria for  
26 Illinois licensure renewal;

1           (3) produce a rationale for the activity that explains  
2           how it aligns to State standards and identify the  
3           assessment for determining the expected impact on student  
4           learning or school improvement;

5           (4) maintain original documentation for completion of  
6           activities;

7           (5) provide license holders with evidence of  
8           completion of activities;

9           (6) request an Illinois Educator Identification Number  
10          (IEIN) for each educator during each professional  
11          development activity; and

12          (7) beginning on July 1, 2019, register annually with  
13          the State Board of Education prior to offering any  
14          professional development opportunities in the current  
15          fiscal year.

16          (j) The State Board of Education shall conduct annual  
17          audits of a subset of approved providers, except for school  
18          districts, which shall be audited by regional offices of  
19          education and intermediate service centers. The State Board of  
20          Education shall ensure that each approved provider, except for  
21          a school district, is audited at least once every 5 years. The  
22          State Board of Education may conduct more frequent audits of  
23          providers if evidence suggests the requirements of this  
24          Section or administrative rules are not being met.

25                 (1) (Blank).

26                 (2) Approved providers shall comply with the



1 requirements in subsections (h) and (i) of this Section by  
2 annually submitting data to the State Board of Education  
3 demonstrating how the professional development activities  
4 impacted one or more of the following:

5 (A) educator and student growth in regards to  
6 content knowledge or skills, or both;

7 (B) educator and student social and emotional  
8 growth; or

9 (C) alignment to district or school improvement  
10 plans.

11 (3) The State Superintendent of Education shall review  
12 the ~~annual~~ data collected by the State Board of Education,  
13 regional offices of education, and intermediate service  
14 centers in audits conducted under this subsection (j) to  
15 determine if the approved provider has met the criteria  
16 and should continue to be an approved provider or if  
17 further action should be taken as provided in rules.

18 (k) Registration fees shall be paid for the next renewal  
19 cycle between April 1 and June 30 in the last year of each  
20 5-year renewal cycle using ELIS. If all required professional  
21 development hours for the renewal cycle have been completed  
22 and entered by the licensee, the licensee shall pay the  
23 registration fees for the next cycle using a form of credit or  
24 debit card.

25 (l) Any professional educator licensee endorsed for school  
26 support personnel who is employed and performing services in

1 Illinois public schools and who holds an active and current  
2 professional license issued by the Department of Financial and  
3 Professional Regulation or a national certification board, as  
4 approved by the State Board of Education, related to the  
5 endorsement areas on the Professional Educator License shall  
6 be deemed to have satisfied the continuing professional  
7 development requirements provided for in this Section. Such  
8 individuals shall be required to pay only registration fees to  
9 renew the Professional Educator License. An individual who  
10 does not hold a license issued by the Department of Financial  
11 and Professional Regulation shall complete professional  
12 development requirements for the renewal of a Professional  
13 Educator License provided for in this Section.

14 (m) Appeals to the State Educator Preparation and  
15 Licensure Board must be made within 30 days after receipt of  
16 notice from the State Superintendent of Education that a  
17 license will not be renewed based upon failure to complete the  
18 requirements of this Section. A licensee may appeal that  
19 decision to the State Educator Preparation and Licensure Board  
20 in a manner prescribed by rule.

21 (1) Each appeal shall state the reasons why the State  
22 Superintendent's decision should be reversed and shall be  
23 sent by certified mail, return receipt requested, to the  
24 State Board of Education.

25 (2) The State Educator Preparation and Licensure Board  
26 shall review each appeal regarding renewal of a license

1 within 90 days after receiving the appeal in order to  
2 determine whether the licensee has met the requirements of  
3 this Section. The State Educator Preparation and Licensure  
4 Board may hold an appeal hearing or may make its  
5 determination based upon the record of review, which shall  
6 consist of the following:

7 (A) the regional superintendent of education's  
8 rationale for recommending nonrenewal of the license,  
9 if applicable;

10 (B) any evidence submitted to the State  
11 Superintendent along with the individual's electronic  
12 statement of assurance for renewal; and

13 (C) the State Superintendent's rationale for  
14 nonrenewal of the license.

15 (3) The State Educator Preparation and Licensure Board  
16 shall notify the licensee of its decision regarding  
17 license renewal by certified mail, return receipt  
18 requested, no later than 30 days after reaching a  
19 decision. Upon receipt of notification of renewal, the  
20 licensee, using ELIS, shall pay the applicable  
21 registration fee for the next cycle using a form of credit  
22 or debit card.

23 (n) The State Board of Education may adopt rules as may be  
24 necessary to implement this Section.

25 (Source: P.A. 102-676, eff. 12-3-21; 102-710, eff. 4-27-22;  
26 102-730, eff. 5-6-22; 102-852, eff. 5-13-22; 103-154, eff.

1 6-30-23.)

2 (105 ILCS 5/21B-50)

3 Sec. 21B-50. Alternative Educator Licensure Program for  
4 Teachers.

5 (a) There is established an alternative educator licensure  
6 program, to be known as the Alternative Educator Licensure  
7 Program for Teachers.

8 (b) The Alternative Educator Licensure Program for  
9 Teachers may be offered by a recognized institution approved  
10 to offer educator preparation programs by the State Board of  
11 Education, in consultation with the State Educator Preparation  
12 and Licensure Board.

13 The program shall be comprised of up to 3 phases:

14 (1) A course of study that at a minimum includes  
15 instructional planning; instructional strategies,  
16 including special education, reading, and English language  
17 learning; classroom management; and the assessment of  
18 students and use of data to drive instruction.

19 (2) A year of residency, which is a candidate's  
20 assignment to a full-time teaching position or as a  
21 co-teacher for one full school year. An individual must  
22 hold an Educator License with Stipulations with an  
23 alternative provisional educator endorsement in order to  
24 enter the residency. In residency, the candidate must+ be  
25 assigned an effective, fully licensed teacher by the

1 principal or principal equivalent to act as a mentor and  
2 coach the candidate through residency, complete additional  
3 program requirements that address required State and  
4 national standards, pass the State Board's teacher  
5 performance assessment, if required under Section 21B-30,  
6 and be recommended by the principal or qualified  
7 equivalent of a principal, as required under subsection  
8 (d) of this Section, and the program coordinator to be  
9 recommended for full licensure or to continue with a  
10 second year of the residency.

11 (3) (Blank).

12 (4) A comprehensive assessment of the candidate's  
13 teaching effectiveness, as evaluated by the principal or  
14 qualified equivalent of a principal, as required under  
15 subsection (d) of this Section, and the program  
16 coordinator, at the end of either the first or the second  
17 year of residency. If there is disagreement between the 2  
18 evaluators about the candidate's teaching effectiveness at  
19 the end of the first year of residency, a second year of  
20 residency shall be required. If there is disagreement  
21 between the 2 evaluators at the end of the second year of  
22 residency, the candidate may complete one additional year  
23 of residency teaching under a professional development  
24 plan developed by the principal or qualified equivalent  
25 and the preparation program. At the completion of the  
26 third year, a candidate must have positive evaluations and

1 a recommendation for full licensure from both the  
2 principal or qualified equivalent and the program  
3 coordinator or no Professional Educator License shall be  
4 issued.

5 Successful completion of the program shall be deemed to  
6 satisfy any other practice or student teaching and content  
7 matter requirements established by law.

8 (c) An alternative provisional educator endorsement on an  
9 Educator License with Stipulations is valid for up to 2 years  
10 of teaching in the public schools, including without  
11 limitation a preschool educational program under Section  
12 2-3.71 of this Code or charter school, or in a  
13 State-recognized nonpublic school in which the chief  
14 administrator is required to have the licensure necessary to  
15 be a principal in a public school in this State and in which a  
16 majority of the teachers are required to have the licensure  
17 necessary to be instructors in a public school in this State,  
18 but may be renewed for a third year if needed to complete the  
19 Alternative Educator Licensure Program for Teachers. The  
20 endorsement shall be issued only once to an individual who  
21 meets all of the following requirements:

22 (1) Has graduated from a regionally accredited college  
23 or university with a bachelor's degree or higher.

24 (2) (Blank).

25 (3) Has completed a major in the content area if  
26 seeking a middle or secondary level endorsement or, if

1 seeking an early childhood, elementary, or special  
2 education endorsement, has completed a major in the  
3 content area of early childhood reading, English/language  
4 arts, mathematics, or one of the sciences. If the  
5 individual does not have a major in a content area for any  
6 level of teaching, he or she must submit transcripts to  
7 the State Board of Education to be reviewed for  
8 equivalency.

9 (4) Has successfully completed phase (1) of subsection  
10 (b) of this Section.

11 (5) Has passed a content area test required for the  
12 specific endorsement ~~for admission into the program~~, as  
13 required under Section 21B-30 of this Code.

14 A candidate possessing the alternative provisional  
15 educator endorsement may receive a salary, benefits, and any  
16 other terms of employment offered to teachers in the school  
17 who are members of an exclusive bargaining representative, if  
18 any, but a school is not required to provide these benefits  
19 during the years of residency if the candidate is serving only  
20 as a co-teacher. If the candidate is serving as the teacher of  
21 record, the candidate must receive a salary, benefits, and any  
22 other terms of employment. Residency experiences must not be  
23 counted towards tenure.

24 (d) The recognized institution offering the Alternative  
25 Educator Licensure Program for Teachers must partner with a  
26 school district, including without limitation a preschool

1 educational program under Section 2-3.71 of this Code or  
2 charter school, or a State-recognized, nonpublic school in  
3 this State in which the chief administrator is required to  
4 have the licensure necessary to be a principal in a public  
5 school in this State and in which a majority of the teachers  
6 are required to have the licensure necessary to be instructors  
7 in a public school in this State. A recognized institution  
8 that partners with a public school district administering a  
9 preschool educational program under Section 2-3.71 of this  
10 Code must require a principal to recommend or evaluate  
11 candidates in the program. A recognized institution that  
12 partners with an eligible entity administering a preschool  
13 educational program under Section 2-3.71 of this Code and that  
14 is not a public school district must require a principal or  
15 qualified equivalent of a principal to recommend or evaluate  
16 candidates in the program. The program presented for approval  
17 by the State Board of Education must demonstrate the supports  
18 that are to be provided to assist the provisional teacher  
19 during the one-year ~~1-year~~ or 2-year residency period and if  
20 the residency period is to be less than 2 years in length,  
21 assurances from the partner school districts to provide  
22 intensive mentoring and supports through at least the end of  
23 the second full year of teaching for educators who completed  
24 the Alternative Educator ~~Educators~~ Licensure Program for  
25 Teachers in less than 2 years. These supports must, at a  
26 minimum, provide additional contact hours with mentors during



1 the first year of residency.

2 (e) Upon completion of phases under paragraphs (1), (2),  
3 (4), and, if needed, (3) in subsection (b) of this Section and  
4 all assessments required under Section 21B-30 of this Code, an  
5 individual shall receive a Professional Educator License.

6 (f) The State Board of Education, in consultation with the  
7 State Educator Preparation and Licensure Board, may adopt such  
8 rules as may be necessary to establish and implement the  
9 Alternative Educator Licensure Program for Teachers.

10 (Source: P.A. 103-111, eff. 6-29-23; 103-488, eff. 8-4-23;  
11 revised 9-1-23.)

12 (105 ILCS 5/26-2) (from Ch. 122, par. 26-2)

13 Sec. 26-2. Enrolled pupils not of compulsory school age.

14 (a) Any person having custody or control of a child who is  
15 below the age of 6 years or is 17 years of age or above and who  
16 is enrolled in any of grades kindergarten through 12 in the  
17 public school shall cause the child to attend the public  
18 school in the district wherein he or she resides when it is in  
19 session during the regular school term, unless the child is  
20 excused under Section 26-1 of this Code.

21 (b) A school district shall deny reenrollment in its  
22 secondary schools to any child 19 years of age or above who has  
23 dropped out of school and who could not, because of age and  
24 lack of credits, attend classes during the normal school year  
25 and graduate before his or her twenty-first birthday. A

1 district may, however, enroll the child in a graduation  
2 incentives program under Section 26-16 of this Code or an  
3 alternative learning opportunities program established under  
4 Article 13B. No child shall be denied reenrollment for the  
5 above reasons unless the school district first offers the  
6 child due process as required in cases of expulsion under  
7 Section 10-22.6. If a child is denied reenrollment after being  
8 provided with due process, the school district must provide  
9 counseling to that child and must direct that child to  
10 alternative educational programs, including adult education  
11 programs, that lead to graduation or receipt of a State of  
12 Illinois High School Diploma.

13 (c) A school or school district may deny enrollment to a  
14 student 17 years of age or older for one semester for failure  
15 to meet minimum attendance standards if all of the following  
16 conditions are met:

17 (1) The student was absent without valid cause for 20%  
18 or more of the attendance days in the semester immediately  
19 prior to the current semester.

20 (2) The student and the student's parent or guardian  
21 are given written notice warning that the student is  
22 subject to denial from enrollment for one semester unless  
23 the student is absent without valid cause less than 20% of  
24 the attendance days in the current semester.

25 (3) The student's parent or guardian is provided with  
26 the right to appeal the notice, as determined by the State

1 Board of Education in accordance with due process.

2 (4) The student is provided with attendance  
3 remediation services, including without limitation  
4 assessment, counseling, and support services.

5 (5) The student is absent without valid cause for 20%  
6 or more of the attendance days in the current semester.

7 A school or school district may not deny enrollment to a  
8 student (or reenrollment to a dropout) who is at least 17 years  
9 of age or older but below 19 years for more than one  
10 consecutive semester for failure to meet attendance standards.

11 (d) No child may be denied reenrollment under this Section  
12 in violation of the federal Individuals with Disabilities  
13 Education Act or the Americans with Disabilities Act.

14 (e) In this subsection (e), "reenrolled student" means a  
15 dropout who has reenrolled full-time in a public school. Each  
16 school district shall identify, track, and report on the  
17 educational progress and outcomes of reenrolled students as a  
18 subset of the district's required reporting on all  
19 enrollments. A reenrolled student who again drops out must not  
20 be counted again against a district's dropout rate performance  
21 measure. ~~The State Board of Education shall set performance~~  
22 ~~standards for programs serving reenrolled students.~~

23 (f) The State Board of Education shall adopt any rules  
24 necessary to implement the changes to this Section made by  
25 Public Act 93-803.

26 (Source: P.A. 102-981, eff. 1-1-23; 102-1100, eff. 1-1-23;

1 103-154, eff. 6-30-23.)

2 (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

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

12 (Source: P.A. 84-1334; 84-1438.)

13 (105 ILCS 5/34-8.05)

14 Sec. 34-8.05. Reporting firearms in schools. On or after  
15 January 1, 1997, upon receipt of any written, electronic, or  
16 verbal report from any school personnel regarding a verified  
17 incident involving a firearm in a school or on school owned or  
18 leased property, including any conveyance owned, leased, or  
19 used by the school for the transport of students or school  
20 personnel, the general superintendent or his or her designee  
21 shall report all such firearm-related incidents occurring in a  
22 school or on school property to (i) the local law enforcement  
23 authorities no later than 24 hours after the occurrence of the  
24 incident, (ii) ~~and to~~ the Illinois State Police in a form,

1 manner, and frequency as prescribed by the Illinois State  
2 Police, and (iii) the State Board of Education through  
3 existing school incident data reporting systems by no later  
4 than August 1 for the preceding school year.

5 ~~The State Board of Education shall receive an annual~~  
6 ~~statistical compilation and related data associated with~~  
7 ~~incidents involving firearms in schools from the Illinois~~  
8 ~~State Police.~~ As used in this Section, the term "firearm"  
9 shall have the meaning ascribed to it in Section 1.1 of the  
10 Firearm Owners Identification Card Act.

11 (Source: P.A. 102-538, eff. 8-20-21.)

12 Section 10. The School Safety Drill Act is amended by  
13 changing Sections 45 and 50 as follows:

14 (105 ILCS 128/45)

15 Sec. 45. Threat assessment procedure.

16 (a) Each school district must implement a threat  
17 assessment procedure that may be part of a school board policy  
18 on targeted school violence prevention. The procedure must  
19 include the creation of a threat assessment team. The team  
20 must include at least one law enforcement official and  
21 cross-disciplinary representatives of the district who are  
22 most directly familiar with the mental and behavioral health  
23 needs of students and staff. Such cross-disciplinary  
24 representatives may include all of the following members:

1           (1) An administrator employed by the school district  
2           or a special education cooperative that serves the school  
3           district and is available to serve.

4           (2) A teacher employed by the school district or a  
5           special education cooperative that serves the school  
6           district and is available to serve.

7           (3) A school counselor employed by the school district  
8           or a special education cooperative that serves the school  
9           district and is available to serve.

10          (4) A school psychologist employed by the school  
11          district or a special education cooperative that serves  
12          the school district and is available to serve.

13          (5) A school social worker employed by the school  
14          district or a special education cooperative that serves  
15          the school district and is available to serve.

16          (6) (Blank). ~~At least one law enforcement official.~~

17          If a school district is unable to establish a threat  
18          assessment team with school district staff and resources, it  
19          may utilize a regional behavioral threat assessment and  
20          intervention team that includes mental health professionals  
21          and representatives from the State, county, and local law  
22          enforcement agencies.

23          (b) A school district shall establish the threat  
24          assessment team under this Section no later than 180 days  
25          after August 23, 2019 (the effective date of Public Act  
26          101-455) and must implement an initial threat assessment

1 procedure no later than 120 days after August 23, 2019 (the  
2 effective date of Public Act 101-455). Each year prior to the  
3 start of the school year, the school board shall file the  
4 threat assessment procedure and a list identifying the members  
5 of the school district's threat assessment team or regional  
6 behavior threat assessment and intervention team with (i) a  
7 local law enforcement agency and (ii) the regional office of  
8 education or, with respect to a school district organized  
9 under Article 34 of the School Code, the State Board of  
10 Education.

11 (b-5) A charter school operating under a charter issued by  
12 a local board of education may adhere to the local board's  
13 threat assessment procedure or may implement its own threat  
14 assessment procedure in full compliance with the requirements  
15 of this Section. The charter agreement shall specify in detail  
16 how threat assessment procedures will be determined for the  
17 charter school.

18 (b-10) A special education cooperative operating under a  
19 joint agreement must implement its own threat assessment  
20 procedure in full compliance with the requirements of this  
21 Section, including the creation of a threat assessment team,  
22 which may consist of individuals employed by the member  
23 districts. The procedure must include actions the special  
24 education cooperative will take in partnership with its member  
25 districts to address a threat.

26 (c) Any sharing of student information under this Section

1 must comply with the federal Family Educational Rights and  
2 Privacy Act of 1974 and the Illinois School Student Records  
3 Act.

4 (d) (Blank).

5 (Source: P.A. 102-791, eff. 5-13-22; 102-894, eff. 5-20-22;  
6 103-154, eff. 6-30-23; 103-175, eff. 6-30-23.)

7 (105 ILCS 128/50)

8 Sec. 50. Crisis response mapping data grants.

9 (a) Subject to appropriation, a public school district, a  
10 charter school, a special education cooperative or district,  
11 an education for employment system, a State-approved area  
12 career center, a public university laboratory school, the  
13 Illinois Mathematics and Science Academy, the Department of  
14 Juvenile Justice School District, a regional office of  
15 education, the Illinois School for the Deaf, the Illinois  
16 School for the Visually Impaired, the Philip J. Rock Center  
17 and School, an early childhood or preschool program supported  
18 by the Early Childhood Block Grant, or any other public school  
19 entity designated by the State Board of Education by rule, may  
20 apply to the State Board of Education ~~or the State Board of~~  
21 ~~Education~~ or the State Board's designee for a grant to obtain  
22 crisis response mapping data and to provide copies of the  
23 crisis response mapping data to appropriate local, county,  
24 State, and federal first responders for use in response to  
25 emergencies. The crisis response mapping data shall be stored



1 and provided in an electronic or digital format to assist  
2 first responders in responding to emergencies at the school.

3 (b) Subject to appropriation, including funding for any  
4 administrative costs reasonably incurred by the State Board of  
5 Education or the State Board's designee in the administration  
6 of the grant program described by this Section, the State  
7 Board shall provide grants to any entity in subsection (a)  
8 upon approval of an application submitted by the entity to  
9 cover the costs incurred in obtaining crisis response mapping  
10 data under this Section. The grant application must include  
11 crisis response mapping data for all schools under the  
12 jurisdiction of the entity submitting the application,  
13 including, in the case of a public school district, any  
14 charter schools authorized by the school board for the school  
15 district.

16 (c) To be eligible for a grant under this Section, the  
17 crisis response mapping data must, at a minimum:

18 (1) be compatible and integrate into security software  
19 platforms in use by the specific school for which the data  
20 is provided without requiring local law enforcement  
21 agencies or the school district to purchase additional  
22 software or requiring the integration of third-party  
23 software to view the data;

24 (2) be compatible with security software platforms in  
25 use by the specific school for which the data is provided  
26 without requiring local public safety agencies or the

1 school district to purchase additional software or  
2 requiring the integration of third-party software to view  
3 the data;

4 (3) be capable of being provided in a printable  
5 format;

6 (4) be verified for accuracy by an on-site  
7 walk-through of the school building and grounds;

8 (5) be oriented to true north;

9 (6) be overlaid on current aerial imagery or plans of  
10 the school building;

11 (7) contain site-specific labeling that matches the  
12 structure of the school building, including room labels,  
13 hallway names, and external door or stairwell numbers and  
14 the location of hazards, critical utilities, key boxes,  
15 automated external defibrillators, and trauma kits, and  
16 that matches the school grounds, including parking areas,  
17 athletic fields, surrounding roads, and neighboring  
18 properties; and

19 (8) be overlaid with gridded x/y coordinates.

20 (d) Subject to appropriation, the crisis response mapping  
21 data may be reviewed annually to update the data as necessary.

22 (e) Crisis response mapping data obtained pursuant to this  
23 Section are confidential and exempt from disclosure under the  
24 Freedom of Information Act.

25 (f) The State Board may adopt rules to implement the  
26 provisions of this Section.

1 (Source: P.A. 103-8, eff. 6-7-23.)

2 Section 15. The Vocational Education Act is amended by  
3 changing Section 2.1 as follows:

4 (105 ILCS 435/2.1) (from Ch. 122, par. 697.1)

5 Sec. 2.1. Gender Equity Advisory Committee.

6 (a) The Superintendent of the State Board of Education  
7 shall appoint a Gender Equity Advisory Committee consisting of  
8 at least 9 members to advise and consult with the State Board  
9 of Education and the State Board of Education's gender equity  
10 liaison ~~coordinator~~ in all aspects relating to ensuring that  
11 all students have equal educational opportunities to pursue  
12 high wage, high skill, and in-demand occupations leading to  
13 economic self-sufficiency.

14 (b) Membership shall include, without limitation, one  
15 regional career and technical education system director with  
16 experience in gender equity coordinator, 2 State Board of  
17 Education employees, an appointee of the Director of Labor,  
18 and 5 citizen appointees who have expertise in one or more of  
19 the following areas: nontraditional training and placement,  
20 service delivery to single parents, service delivery to  
21 displaced homemakers, service delivery to female, male, and  
22 nonbinary teens, service delivery to students of color,  
23 service delivery to members of special populations, including,  
24 but not limited to, individuals from economically

1 disadvantaged families, English learners, individuals with  
2 disabilities, individuals who are out of the workforce,  
3 individuals experiencing homelessness, migrants, individuals  
4 in foster care, and military students, business and industry  
5 experience, and career and technical education  
6 ~~Education to Careers~~ experience. Membership also may include  
7 employees from the Department of Commerce and Economic  
8 Opportunity, the Department of Human Services, and the  
9 Illinois Community College Board who have expertise in one or  
10 more of the areas listed in this subsection (b) for the citizen  
11 appointees. Appointments shall be made taking into  
12 consideration expertise of services provided in secondary,  
13 postsecondary, and community-based ~~community based~~ programs.

14 (c) Members shall initially be appointed to one-year ~~one~~  
15 ~~year~~ terms commencing in January 1, 1990, and thereafter,  
16 until January 1, 2025, to 2-year ~~two-year~~ terms commencing on  
17 January 1 of each odd numbered year. On January 1, 2025, the  
18 term of each member who is in office on that date shall  
19 terminate and members shall be appointed to new terms as  
20 follows. The career and technical education system director  
21 appointee, one State Board of Education appointee, the  
22 appointee of the Director of Labor, and 2 citizen appointees,  
23 as determined by the State Superintendent of Education, shall  
24 initially be appointed to 3-year terms and thereafter to  
25 2-year terms; the remaining members of the committee shall  
26 initially and thereafter be appointed to 2-year terms; and all

1 terms shall commence on January 1.

2 Vacancies shall be filled as prescribed in subsection (b)  
3 for the remainder of the unexpired term.

4 (d) At the first meeting following the start of each  
5 calendar year, the ~~Each newly appointed~~ committee shall elect  
6 a Chair and Secretary from its members to serve until the first  
7 meeting of the subsequent calendar year. Members shall serve  
8 without compensation, but shall be reimbursed for expenses  
9 incurred in the performance of their duties. The Committee  
10 shall meet at least bi-annually and at other times at the call  
11 of the Chair or at the request of the State Board of  
12 Education's gender equity liaison coordinator.

13 (e) On or before December 15, 2023, the Committee shall  
14 submit recommendations to the Governor, General Assembly, and  
15 State Board of Education regarding how school districts and  
16 the State Board of Education can better support historically  
17 disadvantaged males, including African American students and  
18 other students of color, to ensure educational equity.

19 (f) On and after December 31, 2023, subsection (e) is  
20 inoperative.

21 (Source: P.A. 102-863, eff. 1-1-23.)

22 Section 95. No acceleration or delay. Where this Act makes  
23 changes in a statute that is represented in this Act by text  
24 that is not yet or no longer in effect (for example, a Section  
25 represented by multiple versions), the use of that text does

1 not accelerate or delay the taking effect of (i) the changes  
2 made by this Act or (ii) provisions derived from any other  
3 Public Act.

1 INDEX  
2 Statutes amended in order of appearance

- 3 105 ILCS 5/2-3.47a
- 4 105 ILCS 5/2-3.170
- 5 105 ILCS 5/10-20.12a from Ch. 122, par. 10-20.12a
- 6 105 ILCS 5/10-20.17a from Ch. 122, par. 10-20.17a
- 7 105 ILCS 5/10-20.56
- 8 105 ILCS 5/10-22.24b
- 9 105 ILCS 5/10-27.1A
- 10 105 ILCS 5/10-27.1B
- 11 105 ILCS 5/21B-45
- 12 105 ILCS 5/21B-50
- 13 105 ILCS 5/26-2 from Ch. 122, par. 26-2
- 14 105 ILCS 5/27-22.2 from Ch. 122, par. 27-22.2
- 15 105 ILCS 5/34-8.05
- 16 105 ILCS 128/45
- 17 105 ILCS 128/50
- 18 105 ILCS 435/2.1 from Ch. 122, par. 697.1