



Sen. Adriane Johnson

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LRB103 36143 RJT 70979 a

1 AMENDMENT TO SENATE BILL 3156

2 AMENDMENT NO. _____. Amend Senate Bill 3156 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing
5 Sections 2-3.47a, 2-3.66, 2-3.170, 10-17a, 10-20.12a,
6 10-20.17a, 10-20.56, 10-22.24b, 10-27.1A, 10-27.1B, 13A-8,
7 13B-45, 13B-50, 13B-50.10, 13B-50.15, 18-8.15, 21B-45, 21B-50,
8 26-2, 27-22.2, and 34-8.05 as follows:

9 (105 ILCS 5/2-3.47a)

10 Sec. 2-3.47a. Strategic plan.

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

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

3 (2) Programs to improve equitable and strategic
4 resource allocation in all schools.

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

7 (4) (Blank).

8 (5) (Blank).

9 (6) (Blank).

10 (7) (Blank).

11 (8) (Blank).

12 (9) (Blank).

13 (10) (Blank).

14 (11) (Blank).

15 (12) (Blank).

16 (13) (Blank).

17 (14) Attraction and retention of diverse and qualified
18 teachers and leaders.

19 (15) (Blank).

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

23 (b) To meet the requirements of this Section, the State
24 Board of Education shall issue to the Governor and General
25 Assembly a preliminary report within 6 months after the
26 effective date of this amendatory Act of the 93rd General

1 Assembly and a final 5-year strategic plan within one year
2 after the effective date of this amendatory Act of the 93rd
3 General Assembly. Thereafter, the State Board shall annually
4 review the strategic plan and, if necessary, update its
5 contents. The State Board shall provide updates regarding the
6 topic areas contained in the strategic plan and any updates to
7 its contents, if applicable, shall be updated and issued to
8 the Governor and General Assembly on or before July 1 of each
9 year.

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

11 (105 ILCS 5/2-3.66) (from Ch. 122, par. 2-3.66)

12 Sec. 2-3.66. Truants' alternative and optional education
13 programs. To establish projects to offer modified
14 instructional programs or other services designed to prevent
15 students from dropping out of school, including programs
16 pursuant to Section 2-3.41, and to serve as a part time or full
17 time option in lieu of regular school attendance and to award
18 grants to local school districts, educational service regions
19 or community college districts from appropriated funds to
20 assist districts in establishing such projects. The education
21 agency may operate its own program or enter into a contract
22 with another not-for-profit entity to implement the program.
23 The projects shall allow dropouts, up to and including age 21,
24 potential dropouts, including truants, uninvolved, unmotivated
25 and disaffected students, as defined by State Board of

1 Education rules and regulations, to enroll, as an alternative
2 to regular school attendance, in an optional education program
3 which may be established by school board policy and is in
4 conformance with rules adopted by the State Board of
5 Education. Truants' Alternative and Optional Education
6 programs funded pursuant to this Section shall be planned by a
7 student, the student's parents or legal guardians, unless the
8 student is 18 years or older, and school officials and shall
9 culminate in an individualized optional education plan. Such
10 plan shall focus on academic or vocational skills, or both,
11 and may include, but not be limited to, evening school, summer
12 school, community college courses, adult education,
13 preparation courses for high school equivalency testing,
14 vocational training, work experience, programs to enhance self
15 concept and parenting courses. School districts which are
16 awarded grants pursuant to this Section shall be authorized to
17 provide day care services to children of students who are
18 eligible and desire to enroll in programs established and
19 funded under this Section, but only if and to the extent that
20 such day care is necessary to enable those eligible students
21 to attend and participate in the programs and courses which
22 are conducted pursuant to this Section. School districts,
23 intermediate service centers, and regional offices of
24 education may claim general State aid under Section 18-8.05 or
25 evidence-based funding under Section 18-8.15 for students
26 enrolled in truants' alternative and optional education

1 programs, provided that such students are receiving services
2 that are supplemental to a program leading to a high school
3 diploma and are otherwise eligible to be claimed for general
4 State aid under Section 18-8.05 or evidence-based funding
5 under Section 18-8.15, as applicable.

6 (Source: P.A. 100-465, eff. 8-31-17.)

7 (105 ILCS 5/2-3.170)

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

9 (a) As used in this Section,

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

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

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

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

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

25 (b-5) School districts may apply for property tax relief

1 under this Section concurrently to setting their levy for the
2 fiscal year. The intended relief may not be greater than 1% of
3 the EAV for a unit district, 0.69% of the EAV for an elementary
4 school district, or 0.31% of the EAV for a high school
5 district, multiplied by the school district's local capacity
6 percentage multiplier. The State Board shall process
7 applications for relief, providing a grant to those districts
8 with the highest adjusted operating tax rate, as determined by
9 those districts with the highest percentage of the simple
10 average adjusted operating tax rate of districts of the same
11 type, either elementary, high school, or unit, first, in an
12 amount equal to the intended relief multiplied by the property
13 tax multiplier. The State Board shall provide grants to school
14 districts in order of priority until the property tax relief
15 pool is exhausted. If more school districts apply for relief
16 under this subsection than there are funds available, the
17 State Board must distribute the grants and prorate any
18 remaining funds to the final school district that qualifies
19 for grant relief. The abatement amount for that district must
20 be equal to the grant amount divided by the property tax
21 multiplier.

22 If a school district receives the State Board's approval
23 of a grant under this Section by March 1 of the fiscal year,
24 the school district shall present a duly authorized and
25 approved abatement resolution by March 30 of the fiscal year
26 to the county clerk of each county in which the school files

1 its levy, authorizing the county clerk to lower the school
2 district's levy by the amount designated in its application to
3 the State Board. When the preceding requisites are satisfied,
4 the county clerk shall reduce the amount collected for the
5 school district by the amount indicated in the school
6 district's abatement resolution for that fiscal year.

7 (c) (Blank).

8 (d) School districts seeking grants under this Section
9 shall apply to the State Board each year. All applications to
10 the State Board for grants shall include the amount of the tax
11 relief intended by the school district.

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

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

22 (g) If notice of eligibility from the State Board is
23 received by a school district by March 1, then by March 30, the
24 school district shall file an abatement of its property tax
25 levy in an amount equal to the grant received under this
26 Section divided by the property tax multiplier. Payment of all

1 grant amounts shall be made by June 1 each fiscal year. The
2 State Superintendent of Education shall establish the timeline
3 in such cases in which notice cannot be made by March 1.

4 (h) The total property tax relief allowable to a school
5 district under this Section shall be calculated based on the
6 total amount of reduction in the school district's aggregate
7 extension. The total grant shall be equal to the reduction,
8 multiplied by the property tax multiplier. The reduction shall
9 be equal to 1% of a district's EAV for a unit school district,
10 0.69% for an elementary school district, or 0.31% for a high
11 school district, multiplied by the school district's local
12 capacity percentage multiplier.

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

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

19 (k) Any grants received by a school district shall be
20 included in future calculations of that school district's Base
21 Funding Minimum under Section 18-8.15 of this Code. Beginning
22 with Fiscal Year 2020, if a school district receives a grant
23 under this Section, the school district must present to the
24 county clerk a duly authorized and approved abatement
25 resolution by March 30 for the year in which the school
26 district receives the grant and the successive fiscal year

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

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

21 (Source: P.A. 100-465, eff. 8-31-17; 100-582, eff. 3-23-18;
22 100-863, eff. 8-14-18; 101-17, eff. 6-14-19; 101-643, eff.
23 6-18-20.)

24 (105 ILCS 5/10-17a)

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

1 cards; Expanded High School Snapshot Report.

2 (1) By October 31, 2013 and October 31 of each subsequent
3 school year, the State Board of Education, through the State
4 Superintendent of Education, shall prepare a State report
5 card, school district report cards, and school report cards,
6 and shall by the most economical means provide to each school
7 district in this State, including special charter districts
8 and districts subject to the provisions of Article 34, the
9 report cards for the school district and each of its schools.
10 Because of the impacts of the COVID-19 public health emergency
11 during school year 2020-2021, the State Board of Education
12 shall have until December 31, 2021 to prepare and provide the
13 report cards that would otherwise be due by October 31, 2021.
14 During a school year in which the Governor has declared a
15 disaster due to a public health emergency pursuant to Section
16 7 of the Illinois Emergency Management Agency Act, the report
17 cards for the school districts and each of its schools shall be
18 prepared by December 31.

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

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

1 student racial/ethnic breakdown, and the percentage of
2 students classified as low-income; the percentage of
3 students classified as English learners, the number of
4 students who graduate from a bilingual or English learner
5 program, and the number of students who graduate from,
6 transfer from, or otherwise leave bilingual programs; the
7 percentage of students who have individualized education
8 plans or 504 plans that provide for special education
9 services; the number and the percentage of all students in
10 grades kindergarten through 8, disaggregated by the
11 student ~~students~~ demographics described in this paragraph
12 (A), in each of the following categories: (i) those who
13 have been assessed for placement in a gifted education
14 program or accelerated placement, (ii) those who have
15 enrolled in a gifted education program or in accelerated
16 placement, and (iii) for each of categories (i) and (ii),
17 those who received direct instruction from a teacher who
18 holds a gifted education endorsement; the number and the
19 percentage of all students in grades 9 through 12,
20 disaggregated by the student demographics described in
21 this paragraph (A), who have been enrolled in an advanced
22 academic program; the percentage of students scoring at
23 the "exceeds expectations" level on the assessments
24 required under Section 2-3.64a-5 of this Code; the
25 percentage of students who annually transferred in or out
26 of the school district; average daily attendance; the

1 per-pupil operating expenditure of the school district;
2 and the per-pupil State average operating expenditure for
3 the district type (elementary, high school, or unit);

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

18 (C) student outcomes, including, where applicable, the
19 percentage of students deemed proficient on assessments of
20 State standards, the percentage of students in the eighth
21 grade who pass Algebra, the percentage of students who
22 participated in workplace learning experiences, the
23 percentage of students enrolled in post-secondary
24 institutions (including colleges, universities, community
25 colleges, trade/vocational schools, and training programs
26 leading to career certification within 2 semesters of high

1 school graduation), the percentage of students graduating
2 from high school who are college and career ready, the
3 percentage of graduates enrolled in community colleges,
4 colleges, and universities who are in one or more courses
5 that the community college, college, or university
6 identifies as a developmental course, and the percentage
7 of students with disabilities under the federal
8 Individuals with Disabilities Education Act and Article 14
9 of this Code who have fulfilled the minimum State
10 graduation requirements set forth in Section 27-22 of this
11 Code and have been issued a regular high school diploma;

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

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

1 percentage of teachers returning to the school from the
2 previous year, the number of different principals at the
3 school in the last 6 years, the number of teachers who hold
4 a gifted education endorsement, the process and criteria
5 used by the district to determine whether a student is
6 eligible for participation in a gifted education program
7 or advanced academic program and the manner in which
8 parents and guardians are made aware of the process and
9 criteria, the number of teachers who are National Board
10 Certified Teachers, disaggregated by race and ethnicity, 2
11 or more indicators from any school climate survey selected
12 or approved by the State and administered pursuant to
13 Section 2-3.153 of this Code, with the same or similar
14 indicators included on school report cards for all surveys
15 selected or approved by the State pursuant to Section
16 2-3.153 of this Code, the combined percentage of teachers
17 rated as proficient or excellent in their most recent
18 evaluation, and, beginning with the 2022-2023 school year,
19 data on the number of incidents of violence that occurred
20 on school grounds or during school-related activities and
21 that resulted in an out-of-school suspension, expulsion,
22 or removal to an alternative setting, as reported pursuant
23 to Section 2-3.162;

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

1 (G) the total and per pupil normal cost amount the
2 State contributed to the Teachers' Retirement System of
3 the State of Illinois in the prior fiscal year for the
4 school's employees, which shall be reported to the State
5 Board of Education by the Teachers' Retirement System of
6 the State of Illinois;

7 (H) for a school district organized under Article 34
8 of this Code only, State contributions to the Public
9 School Teachers' Pension and Retirement Fund of Chicago
10 and State contributions for health care for employees of
11 that school district;

12 (I) a school district's Final Percent of Adequacy, as
13 defined in paragraph (4) of subsection (f) of Section
14 18-8.15 of this Code;

15 (J) a school district's Local Capacity Target, as
16 defined in paragraph (2) of subsection (c) of Section
17 18-8.15 of this Code, displayed as a percentage amount;

18 (K) a school district's Real Receipts, as defined in
19 paragraph (1) of subsection (d) of Section 18-8.15 of this
20 Code, divided by a school district's Adequacy Target, as
21 defined in paragraph (1) of subsection (b) of Section
22 18-8.15 of this Code, displayed as a percentage amount;

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

24 (M) whether or not the school has participated in the
25 Illinois Youth Survey. In this paragraph (M), "Illinois
26 Youth Survey" means a self-report survey, administered in

1 school settings every 2 years, designed to gather
2 information about health and social indicators, including
3 substance abuse patterns and the attitudes of students in
4 grades 8, 10, and 12;

5 (N) whether the school offered its students career and
6 technical education opportunities; and

7 (O) beginning ~~Beginning~~ with the October 2024 report
8 card, the total number of school counselors, school social
9 workers, school nurses, and school psychologists by
10 school, district, and State, the average number of
11 students per school counselor in the school, district, and
12 State, the average number of students per school social
13 worker in the school, district, and State, the average
14 number of students per school nurse in the school,
15 district, and State, and the average number of students
16 per school psychologist in the school, district, and
17 State.

18 The school report card shall also provide information that
19 allows for comparing the current outcome, progress, and
20 environment data to the State average, to the school data from
21 the past 5 years, and to the outcomes, progress, and
22 environment of similar schools based on the type of school and
23 enrollment of low-income students, special education students,
24 and English learners.

25 As used in this subsection (2):

26 "Accelerated placement" has the meaning ascribed to that

1 term in Section 14A-17 of this Code.

2 "Administrative costs" means costs associated with
3 executive, administrative, or managerial functions within the
4 school district that involve planning, organizing, managing,
5 or directing the school district.

6 "Advanced academic program" means a course of study,
7 including, but not limited to, accelerated placement, advanced
8 placement coursework, International Baccalaureate coursework,
9 dual credit, or any course designated as enriched or honors,
10 that a student is enrolled in based on advanced cognitive
11 ability or advanced academic achievement compared to local age
12 peers and in which the curriculum is substantially
13 differentiated from the general curriculum to provide
14 appropriate challenge and pace.

15 "Computer science" means the study of computers and
16 algorithms, including their principles, their hardware and
17 software designs, their implementation, and their impact on
18 society. "Computer science" does not include the study of
19 everyday uses of computers and computer applications, such as
20 keyboarding or accessing the Internet.

21 "Gifted education" means educational services, including
22 differentiated curricula and instructional methods, designed
23 to meet the needs of gifted children as defined in Article 14A
24 of this Code.

25 For the purposes of paragraph (A) of this subsection (2),
26 "average daily attendance" means the average of the actual

1 number of attendance days during the previous school year for
2 any enrolled student who is subject to compulsory attendance
3 by Section 26-1 of this Code at each school and charter school.

4 (2.5) For any school report card prepared after July 1,
5 2025, for all high school graduation completion rates that are
6 reported on the school report card as required under this
7 Section or by any other State or federal law, the State
8 Superintendent of Education shall also report the percentage
9 of students who did not meet the requirements of high school
10 graduation completion for any reason and, of those students,
11 the percentage that are classified as students who fulfill the
12 requirements of Section 14-16 of this Code.

13 The State Superintendent shall ensure that for the
14 2023-2024 school year there is a specific code for districts
15 to report students who fulfill the requirements of Section
16 14-16 of this Code to ensure accurate reporting under this
17 Section.

18 All reporting requirements under this subsection (2.5)
19 shall be included on the school report card where high school
20 graduation completion rates are reported, along with a brief
21 explanation of how fulfilling the requirements of Section
22 14-16 of this Code is different from receiving a regular high
23 school diploma.

24 (3) At the discretion of the State Superintendent, the
25 school district report card shall include a subset of the
26 information identified in paragraphs (A) through (E) of

1 subsection (2) of this Section, as well as information
2 relating to the operating expense per pupil and other finances
3 of the school district, and the State report card shall
4 include a subset of the information identified in paragraphs
5 (A) through (E) and paragraph (N) of subsection (2) of this
6 Section. The school district report card shall include the
7 average daily attendance, as that term is defined in
8 subsection (2) of this Section, of students who have
9 individualized education programs and students who have 504
10 plans that provide for special education services within the
11 school district.

12 (4) Notwithstanding anything to the contrary in this
13 Section, in consultation with key education stakeholders, the
14 State Superintendent shall at any time have the discretion to
15 amend or update any and all metrics on the school, district, or
16 State report card.

17 (5) Annually, no more than 30 calendar days after receipt
18 of the school district and school report cards from the State
19 Superintendent of Education, each school district, including
20 special charter districts and districts subject to the
21 provisions of Article 34, shall present such report cards at a
22 regular school board meeting subject to applicable notice
23 requirements, post the report cards on the school district's
24 Internet web site, if the district maintains an Internet web
25 site, make the report cards available to a newspaper of
26 general circulation serving the district, and, upon request,

1 send the report cards home to a parent (unless the district
2 does not maintain an Internet web site, in which case the
3 report card shall be sent home to parents without request). If
4 the district posts the report card on its Internet web site,
5 the district shall send a written notice home to parents
6 stating (i) that the report card is available on the web site,
7 (ii) the address of the web site, (iii) that a printed copy of
8 the report card will be sent to parents upon request, and (iv)
9 the telephone number that parents may call to request a
10 printed copy of the report card.

11 (6) Nothing contained in Public Act 98-648 repeals,
12 supersedes, invalidates, or nullifies final decisions in
13 lawsuits pending on July 1, 2014 (the effective date of Public
14 Act 98-648) in Illinois courts involving the interpretation of
15 Public Act 97-8.

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

17 "Advanced ~~Advanced-track~~ coursework or programs" means any
18 high school courses, sequence of courses, or class or grouping
19 of students organized to provide more rigorous, enriched,
20 advanced, accelerated, gifted, or above grade-level
21 instruction. This may include, but is not limited to, Advanced
22 Placement courses, International Baccalaureate courses,
23 honors, weighted, advanced, or enriched courses, or gifted or
24 accelerated programs, classrooms, or courses.

25 "Course" means any high school class or course offered by
26 a school that is assigned a school course code by the State

1 Board of Education.

2 "High school" means a school that maintains any of grades
3 9 through 12.

4 ~~"English learner coursework or English learner program"~~
5 ~~means a high school English learner course or program~~
6 ~~designated to serve English learners, who may be designated as~~
7 ~~English language learners or limited English proficiency~~
8 ~~learners.~~

9 "Standard coursework or programs" means any high school
10 courses or classes other than advanced ~~advanced-track~~
11 ~~coursework or programs, English learner coursework or~~
12 ~~programs, or special education coursework or programs.~~

13 By December ~~October~~ 31, 2027 and by December ~~October~~ 31 of
14 each subsequent year, the State Board of Education, through
15 the State Superintendent of Education, shall prepare a
16 stand-alone report covering all public high schools in this
17 State, to be referred to as the Expanded High School
18 Coursework Snapshot Report. The State Board shall post the
19 Report on the State Board's Internet website. Each school
20 district with a high school enrollment for the reporting year
21 shall include on the school district's Internet website, if
22 the district maintains an Internet website, a hyperlink to the
23 Report on the State Board's Internet website titled "Expanded
24 High School Coursework Snapshot Report". Hyperlinks under this
25 subsection (7) shall be displayed in a manner that is easily
26 accessible to the public.

1 The Expanded High School Coursework Snapshot Report shall
2 include:

3 (A) a listing of all standard coursework or programs
4 that have ~~offered by a~~ high school student enrollment;

5 (B) a listing of all advanced ~~advanced track~~
6 coursework or programs that have ~~offered by a~~ high school
7 student enrollment;

8 (C) a listing of all ~~English learner~~ coursework or
9 programs that have high school student enrollment by
10 English learners ~~offered by a high school~~;

11 (D) a listing of all ~~special education~~ coursework or
12 programs that have high school student enrollment by
13 students with disabilities ~~offered by a high school~~;

14 (E) data tables and graphs comparing advanced
15 ~~advanced track~~ coursework or programs enrollment with
16 standard coursework or programs enrollment according to
17 the following parameters:

18 (i) the average years of experience of all
19 teachers in a high school who are assigned to teach
20 advanced ~~advanced track~~ coursework or programs
21 compared with the average years of experience of all
22 teachers in the high school who are assigned to teach
23 standard coursework or programs;

24 (ii) the average years of experience of all
25 teachers in a high school who are assigned to teach
26 ~~special education~~ coursework or programs that have

1 high school enrollment by students with disabilities
2 compared with the average years of experience of all
3 teachers in the high school who are not assigned to
4 teach ~~standard~~ coursework or programs that have high
5 school student enrollment by students with
6 disabilities;

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

15 (iv) the number of high school teachers who
16 possess bachelor's degrees, master's degrees, or
17 higher doctorate degrees and who are assigned to teach
18 advanced coursework ~~advanced—track—courses~~ or
19 programs compared with the number of teachers who
20 possess bachelor's degrees, master's degrees, or
21 higher doctorate degrees and who are assigned to teach
22 standard coursework or programs;

23 (v) the number of high school teachers who possess
24 bachelor's degrees, master's degrees, or higher
25 ~~doctorate~~ degrees and who are assigned to teach
26 ~~special education~~ coursework or programs that have

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

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

18 (vii) the average student enrollment ~~and class~~
19 ~~size~~ of advanced ~~advanced track~~ coursework or programs
20 offered in a high school compared with the average
21 student enrollment ~~and class size~~ of standard
22 coursework or programs;

23 (viii) the percentages of high school students,
24 ~~delineated~~ by race, gender, and program student group,
25 who are enrolled in advanced ~~advanced track~~ coursework
26 or programs ~~in a high school compared with the gender~~

1 ~~of students enrolled in standard coursework or~~
2 ~~programs;~~

3 (ix) (blank); ~~the percentages of students~~
4 ~~delineated by gender who are enrolled in special~~
5 ~~education coursework or programs in a high school~~
6 ~~compared with the percentages of students enrolled in~~
7 ~~standard coursework or programs;~~

8 (x) (blank); ~~the percentages of students~~
9 ~~delineated by gender who are enrolled in English~~
10 ~~learner coursework or programs in a high school~~
11 ~~compared with the gender of students enrolled in~~
12 ~~standard coursework or programs;~~

13 (xi) (blank); ~~the percentages of high school~~
14 ~~students in each individual race and ethnicity~~
15 ~~category, as defined in the most recent federal~~
16 ~~decennial census, who are enrolled in advanced track~~
17 ~~coursework or programs compared with the percentages~~
18 ~~of students in each individual race and ethnicity~~
19 ~~category enrolled in standard coursework or programs;~~

20 (xii) (blank); ~~the percentages of high school~~
21 ~~students in each of the race and ethnicity categories,~~
22 ~~as defined in the most recent federal decennial~~
23 ~~census, who are enrolled in special education~~
24 ~~coursework or programs compared with the percentages~~
25 ~~of students in each of the race and ethnicity~~
26 ~~categories who are enrolled in standard coursework or~~

1 ~~programs;~~

2 (xiii) (blank); ~~the percentages of high school~~
3 ~~students in each of the race and ethnicity categories,~~
4 ~~as defined in the most recent federal decennial~~
5 ~~census, who are enrolled in English learner coursework~~
6 ~~or programs in a high school compared with the~~
7 ~~percentages of high school students in each of the~~
8 ~~race and ethnicity categories who are enrolled in~~
9 ~~standard coursework or programs;~~

10 (xiv) the percentage of high school students, by
11 race, gender, and program student group, who earn
12 ~~reach proficiency~~ (the equivalent of a C grade or
13 higher on a grade A through F scale) in one or more
14 advanced ~~advanced track~~ coursework or programs
15 compared with the percentage of high school students,
16 by race, gender, and program student group, who earn
17 ~~proficiency~~ (the equivalent of a C grade or higher on a
18 grade A through F scale) in one or more standard
19 coursework or programs;

20 (xv) (blank); ~~the percentage of high school~~
21 ~~students who reach proficiency (the equivalent of a C~~
22 ~~grade or higher on a grade A through F scale) in~~
23 ~~special education coursework or programs compared with~~
24 ~~the percentage of high school students who earn~~
25 ~~proficiency (the equivalent of a C grade or higher on a~~
26 ~~grade A through F scale) in standard coursework or~~

1 ~~programs; and~~

2 (xvi) (blank); and ~~the percentage of high school~~
3 ~~students who reach proficiency (the equivalent of a C~~
4 ~~grade or higher on a grade A through F scale) in~~
5 ~~English learner coursework or programs compared with~~
6 ~~the percentage of high school students who earn~~
7 ~~proficiency (the equivalent of a C grade or higher on a~~
8 ~~grade A through F scale) in standard coursework or~~
9 ~~programs; and~~

10 (F) data tables and graphs for each race and ethnicity
11 category, ~~as defined in the most recent federal decennial~~
12 ~~census, and gender category, as defined in the most recent~~
13 ~~federal decennial census, describing:~~

14 (i) the total student number and student
15 percentage for ~~of~~ Advanced Placement courses taken by
16 race and ethnicity category and gender category, ~~as~~
17 ~~defined in the most recent federal decennial census;~~

18 (ii) the total student number and student
19 percentage for ~~of~~ International Baccalaureate courses
20 taken by race and ethnicity category and gender
21 category, ~~as defined in the most recent federal~~
22 ~~decennial census;~~

23 (iii) (blank); ~~for each race and ethnicity~~
24 ~~category and gender category, as defined in the most~~
25 ~~recent federal decennial census, the percentage of~~
26 ~~high school students enrolled in Advanced Placement~~

1 ~~courses;~~

2 (iv) (blank); and ~~for each race and ethnicity~~
3 ~~category and gender category, as defined in the most~~
4 ~~recent federal decennial census, the percentage of~~
5 ~~high school students enrolled in International~~
6 ~~Baccalaureate courses; and~~

7 (v) ~~for each race and ethnicity category, as~~
8 ~~defined in the most recent federal decennial census,~~
9 the total student number and student percentage of
10 high school students who earn a score of 3 or higher on
11 the Advanced Placement exam associated with an
12 Advanced Placement course.

13 For data on teacher experience and education under this
14 subsection (7), a teacher who teaches a combination of courses
15 designated as advanced ~~advanced track~~ coursework or programs,
16 courses or programs that have high school student enrollment
17 by English learners ~~learner coursework or programs,~~ or
18 standard coursework or programs shall be included in all
19 relevant categories and the teacher's level of experience
20 shall be added to the categories.

21 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
22 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
23 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,
24 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;
25 revised 9-12-23.)

1 (105 ILCS 5/10-20.12a) (from Ch. 122, par. 10-20.12a)

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

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

7 Such per capita cost shall be computed by dividing the
8 total cost of conducting and maintaining the schools of the
9 district by the average daily attendance, including tuition
10 pupils. Depreciation on the buildings and equipment of the
11 schools of the district, and the amount of annual depreciation
12 on such buildings and equipment shall be dependent upon the
13 useful life of such property.

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

24 Notwithstanding the provisions of this Section, a school
25 district may ~~adopt a policy to~~ waive tuition costs for a
26 non-resident pupil who ~~if the pupil~~ is the ~~a~~ child of a

1 district employee if the district adopts a policy approving
2 such waiver. For purposes of this paragraph, "child" means a
3 district employee's child who is a biological child, adopted
4 child, foster child, stepchild, or a child for which the
5 employee serves as a legal guardian.

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

19 The funding provision of this subsection (b) applies to
20 all Illinois students under the age of 21 (and not eligible for
21 services pursuant to Article 14 of this Code) receiving
22 educational services in residential facilities, irrespective
23 of whether the student was placed therein pursuant to this
24 Code or the Juvenile Court Act of 1987 or by an Illinois public
25 agency or a court. The changes to this subsection (b) made by
26 this amendatory Act of the 95th General Assembly apply to all

1 placements in effect on July 1, 2007 and all placements
2 thereafter. For purposes of this subsection (b), a student's
3 district of residence shall be determined in accordance with
4 subsection (a) of Section 10-20.12b of this Code. The
5 placement of a student in a residential facility shall not
6 affect the residency of the student. When a dispute arises
7 over the determination of the district of residence under this
8 subsection (b), any person or entity, including without
9 limitation a school district or residential facility, may make
10 a written request for a residency decision to the State
11 Superintendent of Education, who, upon review of materials
12 submitted and any other items or information he or she may
13 request for submission, shall issue his or her decision in
14 writing. The decision of the State Superintendent of Education
15 is final.

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

17 (105 ILCS 5/10-20.17a) (from Ch. 122, par. 10-20.17a)

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

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

2 (105 ILCS 5/10-20.56)

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

4 (a) The State Board of Education shall establish and
5 maintain, for implementation in school districts, a program
6 for use of electronic-learning (e-learning) days, as described
7 in this Section. School districts may utilize a program
8 approved under this Section for use during remote learning
9 days and blended remote learning days under Section 10-30 or
10 34-18.66.

11 (b) The school board of a school district may, by
12 resolution, adopt a research-based program or research-based
13 programs for e-learning days district-wide that shall permit
14 student instruction to be received electronically while
15 students are not physically present in lieu of the district's
16 scheduled emergency days as required by Section 10-19 of this
17 Code or because a school was selected to be a polling place
18 under Section 11-4.1 of the Election Code. The research-based
19 program or programs may not exceed the minimum number of
20 emergency days in the approved school calendar and must be
21 verified annually by the regional office of education or
22 intermediate service center for the school district before the
23 implementation of any e-learning days in that school year ~~or~~
24 ~~or before September 1st annually~~ to ensure access for all
25 students. The regional office of education or intermediate

1 service center shall ensure that the specific needs of all
2 students are met, including special education students and
3 English learners, and that all mandates are still met using
4 the proposed research-based program. The e-learning program
5 may utilize the Internet, telephones, texts, chat rooms, or
6 other similar means of electronic communication for
7 instruction and interaction between teachers and students that
8 meet the needs of all learners. The e-learning program shall
9 address the school district's responsibility to ensure that
10 all teachers and staff who may be involved in the provision of
11 e-learning have access to any and all hardware and software
12 that may be required for the program. If a proposed program
13 does not address this responsibility, the school district must
14 propose an alternate program.

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

23 (1) publication in a newspaper of general circulation
24 in the school district;

25 (2) written or electronic notice designed to reach the
26 parents or guardians of all students enrolled in the

1 school district; and

2 (3) written or electronic notice designed to reach any
3 exclusive collective bargaining representatives of school
4 district employees and all those employees not in a
5 collective bargaining unit.

6 (d) The regional office of education or intermediate
7 service center for the school district must timely verify that
8 a proposal for an e-learning program has met the requirements
9 specified in this Section and that the proposal contains
10 provisions designed to reasonably and practicably accomplish
11 the following:

12 (1) to ensure and verify at least 5 clock hours of
13 instruction or school work, as required under Section
14 10-19.05, for each student participating in an e-learning
15 day;

16 (2) to ensure access from home or other appropriate
17 remote facility for all students participating, including
18 computers, the Internet, and other forms of electronic
19 communication that must be utilized in the proposed
20 program;

21 (2.5) to ensure that non-electronic materials are made
22 available to students participating in the program who do
23 not have access to the required technology or to
24 participating teachers or students who are prevented from
25 accessing the required technology;

26 (3) to ensure appropriate learning opportunities for

1 students with special needs;

2 (4) to monitor and verify each student's electronic
3 participation;

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

7 (6) to provide effective notice to students and their
8 parents or guardians of the use of particular days for
9 e-learning;

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

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

19 (9) to review and revise the program as implemented to
20 address difficulties confronted; and

21 (10) to ensure that the protocol regarding general
22 expectations and responsibilities of the program is
23 communicated to teachers, staff, and students at least 30
24 days prior to utilizing an e-learning day in a school
25 year.

26 The school board's approval of a school district's initial

1 e-learning program and renewal of the e-learning program shall
2 be for a term of 3 school years, beginning with the first
3 school year in which the program was approved and verified by
4 the regional office of education or intermediate service
5 center for the school district.

6 (d-5) A school district shall pay to its contractors who
7 provide educational support services to the district,
8 including, but not limited to, custodial, transportation, or
9 food service providers, their daily, regular rate of pay or
10 billings rendered for any e-learning day that is used because
11 a school was selected to be a polling place under Section
12 11-4.1 of the Election Code, except that this requirement does
13 not apply to contractors who are paid under contracts that are
14 entered into, amended, or renewed on or after March 15, 2022 or
15 to contracts that otherwise address compensation for such
16 e-learning days.

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

1 rescheduled and the employee will be paid their daily, regular
2 rate of pay and benefits for the rescheduled day when services
3 are rendered.

4 (d-15) A school district shall make full payment that
5 would have otherwise been paid to its contractors who provide
6 educational support services to the district, including, but
7 not limited to, custodial, building maintenance,
8 transportation, food service providers, classroom assistants,
9 or administrative staff, their daily, regular rate of pay and
10 benefits rendered for any school closure or e-learning day if
11 any closure precludes them from performing their regularly
12 scheduled duties and employees would have reported for work
13 but for the closure. The employees who provide the support
14 services covered by such contracts shall be paid their daily
15 bid package rates and benefits as defined by their local
16 operating agreements or collective bargaining agreements,
17 except this requirement does not apply if the day is
18 rescheduled and the employee will be paid their daily, regular
19 rate of pay and benefits for the rescheduled day when services
20 are rendered.

21 (d-20) A school district shall make full payment or
22 reimbursement to an employee or contractor as specified in
23 subsection (d-10) or (d-15) of this Section for any school
24 closure or e-learning day in the 2021-2022 school year that
25 occurred prior to the effective date of this amendatory Act of
26 the 102nd General Assembly if the employee or contractor did

1 not receive pay or was required to use earned paid time off,
2 except this requirement does not apply if the day is
3 rescheduled and the employee will be paid their daily, regular
4 rate of pay and benefits for the rescheduled day when services
5 are rendered.

6 (e) The State Board of Education may adopt rules
7 consistent with the provision of this Section.

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

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

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

16 (Source: P.A. 101-12, eff. 7-1-19; 101-643, eff. 6-18-20;
17 102-584, eff. 6-1-22; 102-697, eff. 4-5-22.)

18 (105 ILCS 5/10-22.24b)

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

20 Sec. 10-22.24b. School counseling services. School
21 counseling services in public schools may be provided by
22 school counselors as defined in Section 10-22.24a of this Code
23 or by individuals who hold a Professional Educator License
24 with a school support personnel endorsement in the area of
25 school counseling under Section 21B-25 of this Code.

1 School counseling services may include, but are not
2 limited to:

3 (1) designing and delivering a comprehensive school
4 counseling program through a standards-based,
5 data-informed program that promotes student achievement
6 and wellness;

7 (2) (blank); ~~incorporating the common core language~~
8 ~~into the school counselor's work and role;~~

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

12 (4) providing individual and group counseling;

13 (5) providing a core counseling curriculum that serves
14 all students and addresses the knowledge and skills
15 appropriate to their developmental level through a
16 collaborative model of delivery involving the school
17 counselor, classroom teachers, and other appropriate
18 education professionals, and including prevention and
19 pre-referral activities;

20 (6) making referrals when necessary to appropriate
21 offices or outside agencies;

22 (7) providing college and career development
23 activities and counseling;

24 (8) developing individual career plans with students,
25 which includes planning for post-secondary education, as
26 appropriate, and engaging in related and relevant career

1 and technical education coursework in high school ~~as~~
2 ~~described in paragraph (55);~~

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

11 (10) (blank); ~~intentionally addressing the career and~~
12 ~~college needs of first generation students;~~

13 (11) educating all students on scholarships, financial
14 aid, and preparation of the Federal Application for
15 Federal Student Aid;

16 (12) collaborating with institutions of higher
17 education and local community colleges so that students
18 understand post-secondary education options and are ready
19 to transition successfully;

20 (13) 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 (14) providing educational opportunities for educating
25 students, teachers, and parents on mental health anxiety,
26 ~~depression, cutting, and suicide issues and intervening~~

1 ~~with students who present with these issues;~~

2 (15) providing counseling and other resources to
3 students who are in crisis;

4 (16) working to address barriers that prohibit or
5 limit access ~~providing resources for those students who do~~
6 ~~not have access~~ to mental health services;

7 (17) addressing bullying and conflict resolution with
8 all students;

9 (18) teaching communication skills and helping
10 students develop positive relationships;

11 (19) using culturally sensitive skills in working with
12 all students to promote wellness;

13 (20) working to address ~~addressing~~ the needs of all
14 ~~undocumented~~ students with regard to citizenship status in
15 ~~the school, as well as students who are legally in the~~
16 ~~United States, but whose parents are undocumented;~~

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

21 (22) providing academic, social-emotional, and college
22 and career supports to all students irrespective of
23 special education or Section 504 status ~~(i) assisting~~
24 ~~students in need of special education services by~~
25 ~~implementing the academic supports and social emotional~~
26 ~~and college or career development counseling services or~~

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

13 (23) assisting students in goal setting and success
14 skills for classroom behavior, study skills, test
15 preparation, internal motivation, and intrinsic rewards
16 ~~the development of a personal educational plan with each~~
17 ~~student;~~

18 (24) (blank); ~~educating students on dual credit and~~
19 ~~learning opportunities on the Internet;~~

20 (25) providing information for all students in the
21 selection of courses that will lead to post-secondary
22 education opportunities toward a successful career;

23 (26) interpreting achievement test results and guiding
24 students in appropriate directions;

25 (27) (blank); ~~counseling with students, families, and~~
26 ~~teachers, in compliance with federal and State laws;~~

1 (28) providing families with opportunities for
2 education and counseling as appropriate in relation to the
3 student's educational assessment;

4 (29) consulting and collaborating with teachers and
5 other school personnel regarding behavior management and
6 intervention plans and inclusion in support of students;

7 (30) teaming and partnering with staff, parents,
8 businesses, and community organizations to support student
9 achievement and social-emotional learning standards for
10 all students;

11 (31) developing and implementing school-based
12 prevention programs, including, but not limited to,
13 mediation and violence prevention, implementing social and
14 emotional education programs and services, and
15 establishing and implementing bullying prevention and
16 intervention programs;

17 (32) developing culturally sensitive assessment
18 instruments for measuring school counseling prevention and
19 intervention effectiveness and collecting, analyzing, and
20 interpreting data;

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

1 (34) acting as a liaison between the public schools
2 and community resources and building relationships with
3 important stakeholders, such as families, administrators,
4 teachers, and board members;

5 (35) maintaining organized, clear, and useful records
6 in a confidential manner consistent with Section 5 of the
7 Illinois School Student Records Act, the Family
8 Educational Rights and Privacy Act, and the Health
9 Insurance Portability and Accountability Act;

10 (36) presenting an annual agreement to the
11 administration, including a formal discussion of the
12 alignment of school and school counseling program missions
13 and goals and detailing specific school counselor
14 responsibilities;

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

21 (38) collaborating as a team member in Multi-Tiered
22 Systems of Support ~~Response to Intervention (RtI)~~ and
23 other school initiatives;

24 (39) conducting observations and participating in
25 recommendations or interventions regarding the placement
26 of children in educational programs or special education

1 classes;

2 (40) analyzing data and results of school counseling
3 program assessments, including curriculum, small-group,
4 and closing-the-gap results reports, and designing
5 strategies to continue to improve program effectiveness;

6 (41) analyzing data and results of school counselor
7 competency assessments;

8 (42) following American School Counselor Association
9 Ethical Standards for School Counselors to demonstrate
10 high standards of integrity, leadership, and
11 professionalism;

12 (43) using student competencies to assess student
13 growth and development to inform decisions regarding
14 strategies, activities, and services that help students
15 achieve the highest academic level possible ~~knowing and~~
16 ~~embracing common core standards by using common core~~
17 ~~language;~~

18 (44) practicing as a culturally skilled school
19 counselor by infusing the multicultural competencies
20 within the role of the school counselor, including the
21 practice of culturally sensitive attitudes and beliefs,
22 knowledge, and skills;

23 (45) infusing the Social-Emotional Standards, as
24 presented in the State Board of Education standards,
25 across the curriculum and in the counselor's role in ways
26 that empower and enable students to achieve academic

1 success across all grade levels;

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

8 (47) having adequate training in supervision knowledge
9 and skills in order to supervise school counseling interns
10 enrolled in graduate school counselor preparation programs
11 that meet the standards established by the State Board of
12 Education;

13 (48) being involved with State and national
14 professional associations;

15 (49) participating, at least once every 2 years, in an
16 in-service training program for school counselors
17 conducted by persons with expertise in domestic and sexual
18 violence and the needs of expectant and parenting youth,
19 which shall include training concerning (i) communicating
20 with and listening to youth victims of domestic or sexual
21 violence and expectant and parenting youth, (ii)
22 connecting youth victims of domestic or sexual violence
23 and expectant and parenting youth to appropriate in-school
24 services and other agencies, programs, and services as
25 needed, and (iii) implementing the school district's
26 policies, procedures, and protocols with regard to such

1 youth, including confidentiality; at a minimum, school
2 personnel must be trained to understand, provide
3 information and referrals, and address issues pertaining
4 to youth who are parents, expectant parents, or victims of
5 domestic or sexual violence;

6 (50) participating, at least every 2 years, in an
7 in-service training program for school counselors
8 conducted by persons with expertise in anaphylactic
9 reactions and management;

10 (51) participating, at least once every 2 years, in an
11 in-service training on educator ethics, teacher-student
12 conduct, and school employee-student conduct for all
13 personnel;

14 (52) participating, in addition to other topics at
15 in-service training programs, in training to identify the
16 warning signs of mental illness and suicidal behavior in
17 adolescents and teenagers and learning appropriate
18 intervention and referral techniques;

19 (53) (blank); ~~obtaining training to have a basic~~
20 ~~knowledge of matters relating to acquired immunodeficiency~~
21 ~~syndrome (AIDS), including the nature of the disease, its~~
22 ~~causes and effects, the means of detecting it and~~
23 ~~preventing its transmission, and the availability of~~
24 ~~appropriate sources of counseling and referral and any~~
25 ~~other information that may be appropriate considering the~~
26 ~~age and grade level of the pupils; the school board shall~~

1 ~~supervise such training and the State Board of Education~~
2 ~~and the Department of Public Health shall jointly develop~~
3 ~~standards for such training;~~

4 (54) (blank); and ~~participating in mandates from the~~
5 ~~State Board of Education for bullying education and~~
6 ~~social emotional literacy; and~~

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

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

18 Nothing in this Section prohibits other qualified
19 professionals, including other endorsed school support
20 personnel, from providing the services listed in this Section.

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

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

23 Sec. 10-22.24b. School counseling services. School
24 counseling services in public schools may be provided by
25 school counselors as defined in Section 10-22.24a of this Code

1 or by individuals who hold a Professional Educator License
2 with a school support personnel endorsement in the area of
3 school counseling under Section 21B-25 of this Code.

4 School counseling services may include, but are not
5 limited to:

6 (1) designing and delivering a comprehensive school
7 counseling program through a standards-based,
8 data-informed program that promotes student achievement
9 and wellness;

10 (2) (blank); ~~incorporating the common core language~~
11 ~~into the school counselor's work and role;~~

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

15 (4) providing individual and group counseling;

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

23 (6) making referrals when necessary to appropriate
24 offices or outside agencies;

25 (7) providing college and career development
26 activities and counseling;

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

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

14 (10) (blank); ~~intentionally addressing the career and~~
15 ~~college needs of first generation students;~~

16 (11) educating all students on scholarships, financial
17 aid, and preparation of the Federal Application for
18 Federal Student Aid;

19 (12) collaborating with institutions of higher
20 education and local community colleges so that students
21 understand post-secondary education options and are ready
22 to transition successfully;

23 (13) providing crisis intervention and contributing to
24 the development of a specific crisis plan within the
25 school setting in collaboration with multiple
26 stakeholders;

1 (14) providing educational opportunities for educating
2 students, teachers, and parents on mental health anxiety,
3 ~~depression, cutting, and suicide issues and intervening~~
4 ~~with students who present with these issues;~~

5 (15) providing counseling and other resources to
6 students who are in crisis;

7 (16) working to address barriers that prohibit or
8 limit access ~~providing resources for those students who do~~
9 ~~not have access~~ to mental health services;

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

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

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

16 (20) working to address ~~addressing~~ the needs of all
17 ~~undocumented~~ students with regard to citizenship status in
18 ~~the school, as well as students who are legally in the~~
19 ~~United States, but whose parents are undocumented;~~

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

24 (22) providing academic, social-emotional, and college
25 and career supports to all students irrespective of
26 special education or Section 504 status; ~~(i) assisting~~

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

16 (23) assisting students in goal setting and success
17 skills for classroom behavior, study skills, test
18 preparation, internal motivation, and intrinsic rewards
19 ~~the development of a personal educational plan with each~~
20 ~~student;~~

21 (24) (blank); ~~educating students on dual credit and~~
22 ~~learning opportunities on the Internet;~~

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

26 (26) interpreting achievement test results and guiding

1 students in appropriate directions;

2 (27) (blank); ~~counseling with students, families, and~~
3 ~~teachers, in compliance with federal and State laws;~~

4 (28) providing families with opportunities for
5 education and counseling as appropriate in relation to the
6 student's educational assessment;

7 (29) consulting and collaborating with teachers and
8 other school personnel regarding behavior management and
9 intervention plans and inclusion in support of students;

10 (30) teaming and partnering with staff, parents,
11 businesses, and community organizations to support student
12 achievement and social-emotional learning standards for
13 all students;

14 (31) developing and implementing school-based
15 prevention programs, including, but not limited to,
16 mediation and violence prevention, implementing social and
17 emotional education programs and services, and
18 establishing and implementing bullying prevention and
19 intervention programs;

20 (32) developing culturally sensitive assessment
21 instruments for measuring school counseling prevention and
22 intervention effectiveness and collecting, analyzing, and
23 interpreting data;

24 (33) participating on school and district committees
25 to advocate for student programs and resources, as well as
26 establishing a school counseling advisory council that

1 includes representatives of key stakeholders selected to
2 review and advise on the implementation of the school
3 counseling program;

4 (34) acting as a liaison between the public schools
5 and community resources and building relationships with
6 important stakeholders, such as families, administrators,
7 teachers, and board members;

8 (35) maintaining organized, clear, and useful records
9 in a confidential manner consistent with Section 5 of the
10 Illinois School Student Records Act, the Family
11 Educational Rights and Privacy Act, and the Health
12 Insurance Portability and Accountability Act;

13 (36) presenting an annual agreement to the
14 administration, including a formal discussion of the
15 alignment of school and school counseling program missions
16 and goals and detailing specific school counselor
17 responsibilities;

18 (37) identifying and implementing culturally sensitive
19 measures of success for student competencies in each of
20 the 3 domains of academic, social and emotional, and
21 college and career learning based on planned and periodic
22 assessment of the comprehensive developmental school
23 counseling program;

24 (38) collaborating as a team member in Multi-Tiered
25 Systems of Support ~~Response to Intervention (RtI)~~ and
26 other school initiatives;

1 (39) conducting observations and participating in
2 recommendations or interventions regarding the placement
3 of children in educational programs or special education
4 classes;

5 (40) analyzing data and results of school counseling
6 program assessments, including curriculum, small-group,
7 and closing-the-gap results reports, and designing
8 strategies to continue to improve program effectiveness;

9 (41) analyzing data and results of school counselor
10 competency assessments;

11 (42) following American School Counselor Association
12 Ethical Standards for School Counselors to demonstrate
13 high standards of integrity, leadership, and
14 professionalism;

15 (43) using student competencies to assess student
16 growth and development to inform decisions regarding
17 strategies, activities, and services that help students
18 achieve the highest academic level possible ~~knowing and~~
19 ~~embracing common core standards by using common core~~
20 ~~language;~~

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

26 (45) infusing the Social-Emotional Standards, as

1 presented in the State Board of Education standards,
2 across the curriculum and in the counselor's role in ways
3 that empower and enable students to achieve academic
4 success across all grade levels;

5 (46) 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 his or her employment to any student in the
9 district or districts which employ such school counselor,
10 in accordance with professional ethics;

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

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

18 (49) complete the required training as outlined in
19 Section 10-22.39;

20 (50) (blank);

21 (51) (blank);

22 (52) (blank);

23 (53) (blank);

24 (54) (blank); and ~~participating in mandates from the~~
25 ~~State Board of Education for bullying education and~~
26 ~~social emotional literacy; and~~

1 (55) promoting career and technical education by
2 assisting each student to determine an appropriate
3 postsecondary plan based upon the student's skills,
4 strengths, and goals and assisting the student to
5 implement the best practices that improve career or
6 workforce readiness after high school.

7 School districts may employ a sufficient number of school
8 counselors to maintain the national and State recommended
9 student-counselor ratio of 250 to 1. School districts may have
10 school counselors spend at least 80% of his or her work time in
11 direct contact with students.

12 Nothing in this Section prohibits other qualified
13 professionals, including other endorsed school support
14 personnel, from providing the services listed in this Section.

15 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;
16 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for
17 effective date of P.A. 103-542.)

18 (105 ILCS 5/10-27.1A)

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

20 (a) All school officials, including teachers, school
21 counselors, and support staff, shall immediately notify the
22 office of the principal in the event that they observe any
23 person in possession of a firearm on school grounds; provided
24 that taking such immediate action to notify the office of the
25 principal would not immediately endanger the health, safety,

1 or welfare of students who are under the direct supervision of
2 the school official or the school official. If the health,
3 safety, or welfare of students under the direct supervision of
4 the school official or of the school official is immediately
5 endangered, the school official shall notify the office of the
6 principal as soon as the students under his or her supervision
7 and he or she are no longer under immediate danger. A report is
8 not required by this Section when the school official knows
9 that the person in possession of the firearm is a law
10 enforcement official engaged in the conduct of his or her
11 official duties. Any school official acting in good faith who
12 makes such a report under this Section shall have immunity
13 from any civil or criminal liability that might otherwise be
14 incurred as a result of making the report. The identity of the
15 school official making such report shall not be disclosed
16 except as expressly and specifically authorized by law.
17 Knowingly and willfully failing to comply with this Section is
18 a petty offense. A second or subsequent offense is a Class C
19 misdemeanor.

20 (b) Upon receiving a report from any school official
21 pursuant to this Section, or from any other person, the
22 principal or his or her designee shall immediately notify a
23 local law enforcement agency. If the person found to be in
24 possession of a firearm on school grounds is a student, the
25 principal or his or her designee shall also immediately notify
26 that student's parent or guardian. Any principal or his or her

1 designee acting in good faith who makes such reports under
2 this Section shall have immunity from any civil or criminal
3 liability that might otherwise be incurred or imposed as a
4 result of making the reports. Knowingly and willfully failing
5 to comply with this Section is a petty offense. A second or
6 subsequent offense is a Class C misdemeanor. If the person
7 found to be in possession of the firearm on school grounds is a
8 minor, the law enforcement agency shall detain that minor
9 until such time as the agency makes a determination pursuant
10 to clause (a) of subsection (1) of Section 5-401 of the
11 Juvenile Court Act of 1987, as to whether the agency
12 reasonably believes that the minor is delinquent. If the law
13 enforcement agency determines that probable cause exists to
14 believe that the minor committed a violation of item (4) of
15 subsection (a) of Section 24-1 of the Criminal Code of 2012
16 while on school grounds, the agency shall detain the minor for
17 processing pursuant to Section 5-407 of the Juvenile Court Act
18 of 1987.

19 (c) Upon receipt of any written, electronic, or verbal
20 report from any school personnel regarding a verified incident
21 involving a firearm in a school or on school owned or leased
22 property, including any conveyance owned, leased, or used by
23 the school for the transport of students or school personnel,
24 the superintendent or his or her designee shall report all
25 such firearm-related incidents occurring in a school or on
26 school property to the local law enforcement authorities

1 immediately, ~~who shall report to the Illinois State Police in~~
2 ~~a form, manner, and frequency as prescribed by the Illinois~~
3 ~~State Police.~~

4 ~~The State Board of Education shall receive an annual~~
5 ~~statistical compilation and related data associated with~~
6 ~~incidents involving firearms in schools from the Illinois~~
7 ~~State Police. The State Board of Education shall compile this~~
8 ~~information by school district and make it available to the~~
9 ~~public.~~

10 (c-5) Schools shall report any written, electronic, or
11 verbal report of a verified incident involving a firearm made
12 under subsection (c) to the State Board of Education through
13 existing school incident reporting systems as they occur
14 during the year by no later than July 31 for the previous
15 school year. The State Board of Education shall report data by
16 school district, as collected from school districts, and make
17 it available to the public via its website. The local law
18 enforcement authority shall, by March 1 of each year, report
19 the required data from the previous year to the Illinois State
20 Police's Illinois Uniform Crime Reporting Program, which shall
21 be included in its annual Crime in Illinois report.

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

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

1 As used in this Section, the term "school grounds"
2 includes the real property comprising any school, any
3 conveyance owned, leased, or contracted by a school to
4 transport students to or from school or a school-related
5 activity, or any public way within 1,000 feet of the real
6 property comprising any school.

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

9 (105 ILCS 5/10-27.1B)

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

12 (a) In this Section:

13 "Drug" means "cannabis" as defined under subsection (a) of
14 Section 3 of the Cannabis Control Act, "narcotic drug" as
15 defined under subsection (aa) of Section 102 of the Illinois
16 Controlled Substances Act, or "methamphetamine" as defined
17 under Section 10 of the Methamphetamine Control and Community
18 Protection Act.

19 "School" means any public or private elementary or
20 secondary school.

21 (b) Upon receipt of any written, electronic, or verbal
22 report from any school personnel regarding a verified incident
23 involving drugs in a school or on school owned or leased
24 property, including any conveyance owned, leased, or used by
25 the school for the transport of students or school personnel,

1 the superintendent or his or her designee, or other
2 appropriate administrative officer for a private school, shall
3 report all such drug-related incidents occurring in a school
4 or on school property to the local law enforcement authorities
5 immediately ~~and to the Illinois State Police in a form,~~
6 ~~manner, and frequency as prescribed by the Illinois State~~
7 ~~Police.~~

8 (c) (Blank). ~~The State Board of Education shall receive an~~
9 ~~annual statistical compilation and related data associated~~
10 ~~with drug-related incidents in schools from the Illinois State~~
11 ~~Police. The State Board of Education shall compile this~~
12 ~~information by school district and make it available to the~~
13 ~~public.~~

14 (d) Schools shall report any written, electronic, or
15 verbal report of an incident involving drugs made under
16 subsection (b) to the State Board of Education through
17 existing school incident reporting systems as they occur
18 during the year by no later than July 31 for the previous
19 school year. The State Board of Education shall report data by
20 school district, as collected from school districts, and make
21 it available to the public via its website. The local law
22 enforcement authority shall, by March 1 of each year, report
23 the required data from the previous year to the Illinois State
24 Police's Illinois Uniform Crime Reporting Program, which shall
25 be included in its annual Crime in Illinois report.

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

1 (105 ILCS 5/13A-8)

2 Sec. 13A-8. Funding.

3 (a) The State of Illinois shall provide funding for the
4 alternative school programs within each educational service
5 region and within the Chicago public school system by line
6 item appropriation made to the State Board of Education for
7 that purpose. This money, when appropriated, shall be provided
8 to the regional superintendent and to the Chicago Board of
9 Education, who shall establish a budget, including salaries,
10 for their alternative school programs. Each program shall
11 receive funding in the amount of \$30,000 plus an amount based
12 on the ratio of the region's or Chicago's best 3 months'
13 average daily attendance in grades pre-kindergarten through 12
14 to the statewide totals of these amounts. For purposes of this
15 calculation, the best 3 months' average daily attendance for
16 each region or Chicago shall be calculated by adding to the
17 best 3 months' average daily attendance the number of
18 low-income students identified in the most recently available
19 federal census multiplied by one-half times the percentage of
20 the region's or Chicago's low-income students to the State's
21 total low-income students. The State Board of Education shall
22 retain up to 1.1% of the appropriation to be used to provide
23 technical assistance, professional development, and
24 evaluations for the programs.

25 (a-5) Notwithstanding any other provisions of this

1 Section, for the 1998-1999 fiscal year, the total amount
2 distributed under subsection (a) for an alternative school
3 program shall be not less than the total amount that was
4 distributed under that subsection for that alternative school
5 program for the 1997-1998 fiscal year. If an alternative
6 school program is to receive a total distribution under
7 subsection (a) for the 1998-1999 fiscal year that is less than
8 the total distribution that the program received under that
9 subsection for the 1997-1998 fiscal year, that alternative
10 school program shall also receive, from a separate
11 appropriation made for purposes of this subsection (a-5), a
12 supplementary payment equal to the amount by which its total
13 distribution under subsection (a) for the 1997-1998 fiscal
14 year exceeds the amount of the total distribution that the
15 alternative school program receives under that subsection for
16 the 1998-1999 fiscal year. If the amount appropriated for
17 supplementary payments to alternative school programs under
18 this subsection (a-5) is insufficient for that purpose, those
19 supplementary payments shall be prorated among the alternative
20 school programs entitled to receive those supplementary
21 payments according to the aggregate amount of the
22 appropriation made for purposes of this subsection (a-5).

23 (b) Regional offices of education or intermediate service
24 centers that operate an ~~An~~ alternative school program shall be
25 entitled to receive, for those students enrolled in the
26 alternative school program, general State aid as calculated in

1 subsection (K) of Section 18-8.05 or evidence-based funding as
2 calculated in subsection (g) of Section 18-8.15 upon filing a
3 claim as provided therein. Any time that a student who is
4 enrolled in an alternative school program spends in work-based
5 learning, community service, or a similar alternative
6 educational setting shall be included in determining the
7 student's minimum number of clock hours of daily school work
8 that constitute a day of attendance for purposes of
9 calculating general State aid or evidence-based funding.

10 (c) An alternative school program may receive additional
11 funding from its school districts in such amount as may be
12 agreed upon by the parties and necessary to support the
13 program. In addition, an alternative school program is
14 authorized to accept and expend gifts, legacies, and grants,
15 including but not limited to federal grants, from any source
16 for purposes directly related to the conduct and operation of
17 the program.

18 (Source: P.A. 100-465, eff. 8-31-17.)

19 (105 ILCS 5/13B-45)

20 Sec. 13B-45. Days and hours of attendance. An alternative
21 learning opportunities program shall provide students with at
22 least the minimum number of days of pupil attendance required
23 under Section 10-19 of this Code and the minimum number of
24 daily hours of school work required under Section 10-19.05 of
25 this Code, provided that the State Board may approve

1 exceptions to these requirements if the program meets all of
2 the following conditions:

3 (1) The district plan submitted under Section
4 13B-25.15 of this Code establishes that a program
5 providing the required minimum number of days of
6 attendance or daily hours of school work would not serve
7 the needs of the program's students.

8 (2) Each day of attendance shall provide no fewer than
9 3 clock hours of school work, as defined under Section
10 10-19.05 of this Code.

11 (3) Each day of attendance that provides fewer than 5
12 clock hours of school work shall also provide
13 supplementary services, including without limitation
14 work-based learning, student assistance programs,
15 counseling, case management, health and fitness programs,
16 or life-skills or conflict resolution training, in order
17 to provide a total daily program to the student of 5 clock
18 hours. ~~A program may claim evidence based funding for up
19 to 2 hours of the time each day that a student is receiving
20 supplementary services.~~

21 (4) Each program shall provide no fewer than 174 days
22 of actual pupil attendance during the school term;
23 however, approved evening programs that meet the
24 requirements of Section 13B-45 of this Code may offer less
25 than 174 days of actual pupil attendance during the school
26 term.

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

2 (105 ILCS 5/13B-50)

3 Sec. 13B-50. Eligibility to receive general State aid or
4 evidence-based funding. In order to receive general State aid
5 or evidence-based funding, the entity that operates an
6 alternative learning opportunities program ~~programs~~ must
7 ensure that the program meets ~~meet~~ the requirements for
8 claiming general State aid as specified in Section 18-8.05 of
9 this Code or evidence-based funding as specified in Section
10 18-8.15 of this Code, as applicable, with the exception of the
11 length of the instructional day, which may be less than 5 hours
12 of school work if the program meets the criteria set forth
13 under Sections 13B-50.5 and 13B-50.10 of this Code and if the
14 program is approved by the State Board.

15 (Source: P.A. 100-465, eff. 8-31-17.)

16 (105 ILCS 5/13B-50.10)

17 Sec. 13B-50.10. Additional criteria for general State aid
18 or evidence-based funding. In order to claim general State aid
19 or evidence-based funding, an entity that operates an
20 alternative learning opportunities program must ensure that
21 the program meets ~~meet~~ the following criteria:

22 (1) Teacher professional development plans should
23 include education in the instruction of at-risk students.

24 (2) Facilities must meet the health, life, and safety

1 requirements in this Code.

2 (3) The program must comply with all other State and
3 federal laws applicable to education providers.

4 (Source: P.A. 100-465, eff. 8-31-17.)

5 (105 ILCS 5/13B-50.15)

6 Sec. 13B-50.15. Level of funding. Entities that operate
7 approved ~~Approved~~ alternative learning opportunities programs
8 are entitled to claim general State aid or evidence-based
9 funding, subject to Sections 13B-50, 13B-50.5, and 13B-50.10
10 of this Code. ~~Approved programs operated by regional offices~~
11 ~~of education are entitled to receive general State aid at the~~
12 ~~foundation level of support. A school district or consortium~~
13 ~~must ensure that an approved program receives supplemental~~
14 ~~general State aid, transportation reimbursements, and special~~
15 ~~education resources, if appropriate, for students enrolled in~~
16 ~~the program.~~

17 (Source: P.A. 100-465, eff. 8-31-17.)

18 (105 ILCS 5/18-8.15)

19 Sec. 18-8.15. Evidence-Based Funding for student success
20 for the 2017-2018 and subsequent school years.

21 (a) General provisions.

22 (1) The purpose of this Section is to ensure that, by
23 June 30, 2027 and beyond, this State has a kindergarten
24 through grade 12 public education system with the capacity

1 to ensure the educational development of all persons to
2 the limits of their capacities in accordance with Section
3 1 of Article X of the Constitution of the State of
4 Illinois. To accomplish that objective, this Section
5 creates a method of funding public education that is
6 evidence-based; is sufficient to ensure every student
7 receives a meaningful opportunity to learn irrespective of
8 race, ethnicity, sexual orientation, gender, or
9 community-income level; and is sustainable and
10 predictable. When fully funded under this Section, every
11 school shall have the resources, based on what the
12 evidence indicates is needed, to:

13 (A) provide all students with a high quality
14 education that offers the academic, enrichment, social
15 and emotional support, technical, and career-focused
16 programs that will allow them to become competitive
17 workers, responsible parents, productive citizens of
18 this State, and active members of our national
19 democracy;

20 (B) ensure all students receive the education they
21 need to graduate from high school with the skills
22 required to pursue post-secondary education and
23 training for a rewarding career;

24 (C) reduce, with a goal of eliminating, the
25 achievement gap between at-risk and non-at-risk
26 students by raising the performance of at-risk

1 students and not by reducing standards; and

2 (D) ensure this State satisfies its obligation to
3 assume the primary responsibility to fund public
4 education and simultaneously relieve the
5 disproportionate burden placed on local property taxes
6 to fund schools.

7 (2) The Evidence-Based Funding formula under this
8 Section shall be applied to all Organizational Units in
9 this State. The Evidence-Based Funding formula outlined in
10 this Act is based on the formula outlined in Senate Bill 1
11 of the 100th General Assembly, as passed by both
12 legislative chambers. As further defined and described in
13 this Section, there are 4 major components of the
14 Evidence-Based Funding model:

15 (A) First, the model calculates a unique Adequacy
16 Target for each Organizational Unit in this State that
17 considers the costs to implement research-based
18 activities, the unit's student demographics, and
19 regional wage differences.

20 (B) Second, the model calculates each
21 Organizational Unit's Local Capacity, or the amount
22 each Organizational Unit is assumed to contribute
23 toward its Adequacy Target from local resources.

24 (C) Third, the model calculates how much funding
25 the State currently contributes to the Organizational
26 Unit and adds that to the unit's Local Capacity to

1 determine the unit's overall current adequacy of
2 funding.

3 (D) Finally, the model's distribution method
4 allocates new State funding to those Organizational
5 Units that are least well-funded, considering both
6 Local Capacity and State funding, in relation to their
7 Adequacy Target.

8 (3) An Organizational Unit receiving any funding under
9 this Section may apply those funds to any fund so received
10 for which that Organizational Unit is authorized to make
11 expenditures by law.

12 (4) As used in this Section, the following terms shall
13 have the meanings ascribed in this paragraph (4):

14 "Adequacy Target" is defined in paragraph (1) of
15 subsection (b) of this Section.

16 "Adjusted EAV" is defined in paragraph (4) of
17 subsection (d) of this Section.

18 "Adjusted Local Capacity Target" is defined in
19 paragraph (3) of subsection (c) of this Section.

20 "Adjusted Operating Tax Rate" means a tax rate for all
21 Organizational Units, for which the State Superintendent
22 shall calculate and subtract for the Operating Tax Rate a
23 transportation rate based on total expenses for
24 transportation services under this Code, as reported on
25 the most recent Annual Financial Report in Pupil
26 Transportation Services, function 2550 in both the

1 Education and Transportation funds and functions 4110 and
2 4120 in the Transportation fund, less any corresponding
3 fiscal year State of Illinois scheduled payments excluding
4 net adjustments for prior years for regular, vocational,
5 or special education transportation reimbursement pursuant
6 to Section 29-5 or subsection (b) of Section 14-13.01 of
7 this Code divided by the Adjusted EAV. If an
8 Organizational Unit's corresponding fiscal year State of
9 Illinois scheduled payments excluding net adjustments for
10 prior years for regular, vocational, or special education
11 transportation reimbursement pursuant to Section 29-5 or
12 subsection (b) of Section 14-13.01 of this Code exceed the
13 total transportation expenses, as defined in this
14 paragraph, no transportation rate shall be subtracted from
15 the Operating Tax Rate.

16 "Allocation Rate" is defined in paragraph (3) of
17 subsection (g) of this Section.

18 "Alternative Education Program School" means a public
19 school serving students in any of grades kindergarten
20 through 12 that is ~~created and~~ operated by a regional
21 ~~superintendent of schools~~ office of education or an
22 intermediate service center and approved by the State
23 Board and includes (i) a program established under Section
24 2-3.66 or 2-3.41 or (ii) a program operated by a regional
25 office of education or an intermediate service center
26 under Article 13A or 13B.

1 "Applicable Tax Rate" is defined in paragraph (1) of
2 subsection (d) of this Section.

3 "Assessment" means any of those benchmark, progress
4 monitoring, formative, diagnostic, and other assessments,
5 in addition to the State accountability assessment, that
6 assist teachers' needs in understanding the skills and
7 meeting the needs of the students they serve.

8 "Assistant principal" means a school administrator
9 duly endorsed to be employed as an assistant principal in
10 this State.

11 "At-risk student" means a student who is at risk of
12 not meeting the Illinois Learning Standards or not
13 graduating from elementary or high school and who
14 demonstrates a need for vocational support or social
15 services beyond that provided by the regular school
16 program. All students included in an Organizational Unit's
17 Low-Income Count, as well as all English learner and
18 disabled students attending the Organizational Unit, shall
19 be considered at-risk students under this Section.

20 "Average Student Enrollment" or "ASE" for fiscal year
21 2018 means, for an Organizational Unit, the greater of the
22 average number of students (grades K through 12) reported
23 to the State Board as enrolled in the Organizational Unit
24 on October 1 in the immediately preceding school year,
25 plus the pre-kindergarten students who receive special
26 education services of 2 or more hours a day as reported to

1 the State Board on December 1 in the immediately preceding
2 school year, or the average number of students (grades K
3 through 12) reported to the State Board as enrolled in the
4 Organizational Unit on October 1, plus the
5 pre-kindergarten students who receive special education
6 services of 2 or more hours a day as reported to the State
7 Board on December 1, for each of the immediately preceding
8 3 school years. For fiscal year 2019 and each subsequent
9 fiscal year, "Average Student Enrollment" or "ASE" means,
10 for an Organizational Unit, the greater of the average
11 number of students (grades K through 12) reported to the
12 State Board as enrolled in the Organizational Unit on
13 October 1 and March 1 in the immediately preceding school
14 year, plus the pre-kindergarten students who receive
15 special education services as reported to the State Board
16 on October 1 and March 1 in the immediately preceding
17 school year, or the average number of students (grades K
18 through 12) reported to the State Board as enrolled in the
19 Organizational Unit on October 1 and March 1, plus the
20 pre-kindergarten students who receive special education
21 services as reported to the State Board on October 1 and
22 March 1, for each of the immediately preceding 3 school
23 years. For the purposes of this definition, "enrolled in
24 the Organizational Unit" means the number of students
25 reported to the State Board who are enrolled in schools
26 within the Organizational Unit that the student attends or

1 would attend if not placed or transferred to another
2 school or program to receive needed services. For the
3 purposes of calculating "ASE", all students, grades K
4 through 12, excluding those attending kindergarten for a
5 half day and students attending an alternative education
6 program operated by a regional office of education or
7 intermediate service center, shall be counted as 1.0. All
8 students attending kindergarten for a half day shall be
9 counted as 0.5, unless in 2017 by June 15 or by March 1 in
10 subsequent years, the school district reports to the State
11 Board of Education the intent to implement full-day
12 kindergarten district-wide for all students, then all
13 students attending kindergarten shall be counted as 1.0.
14 Special education pre-kindergarten students shall be
15 counted as 0.5 each. If the State Board does not collect or
16 has not collected both an October 1 and March 1 enrollment
17 count by grade or a December 1 collection of special
18 education pre-kindergarten students as of August 31, 2017
19 (the effective date of Public Act 100-465), it shall
20 establish such collection for all future years. For any
21 year in which a count by grade level was collected only
22 once, that count shall be used as the single count
23 available for computing a 3-year average ASE. Funding for
24 students enrolled in alternative education programs
25 operated by a regional office of education or an
26 intermediate service center must be calculated using the

1 Evidence-Based Funding formula under this Section for the
2 2019-2020 school year and each subsequent school year
3 until a separate adequacy formula is developed ~~formulas~~
4 ~~are developed and adopted for each type of program.~~ ASE
5 ~~for a program operated by~~ a regional office of education
6 or an intermediate service center must be determined by
7 the March 1 enrollment for its alternative education
8 programs ~~the program~~. For the 2019-2020 school year, the
9 ASE used in the calculation must be the first-year ASE
10 and, in that year only, the assignment of students served
11 by a regional office of education or intermediate service
12 center shall not result in a reduction of the March
13 enrollment for any school district. For the 2020-2021
14 school year, the ASE must be the greater of the
15 current-year ASE or the 2-year average ASE. Beginning with
16 the 2021-2022 school year, the ASE must be the greater of
17 the current-year ASE or the 3-year average ASE. School
18 districts shall submit the data for the ASE calculation to
19 the State Board within 45 days of the dates required in
20 this Section for submission of enrollment data in order
21 for it to be included in the ASE calculation. For fiscal
22 year 2018 only, the ASE calculation shall include only
23 enrollment taken on October 1. In recognition of the
24 impact of COVID-19, the definition of "Average Student
25 Enrollment" or "ASE" shall be adjusted for calculations
26 under this Section for fiscal years 2022 through 2024. For

1 fiscal years 2022 through 2024, the enrollment used in the
2 calculation of ASE representing the 2020-2021 school year
3 shall be the greater of the enrollment for the 2020-2021
4 school year or the 2019-2020 school year.

5 "Base Funding Guarantee" is defined in paragraph (10)
6 of subsection (g) of this Section.

7 "Base Funding Minimum" is defined in subsection (e) of
8 this Section.

9 "Base Tax Year" means the property tax levy year used
10 to calculate the Budget Year allocation of primary State
11 aid.

12 "Base Tax Year's Extension" means the product of the
13 equalized assessed valuation utilized by the county clerk
14 in the Base Tax Year multiplied by the limiting rate as
15 calculated by the county clerk and defined in PTELL.

16 "Bilingual Education Allocation" means the amount of
17 an Organizational Unit's final Adequacy Target
18 attributable to bilingual education divided by the
19 Organizational Unit's final Adequacy Target, the product
20 of which shall be multiplied by the amount of new funding
21 received pursuant to this Section. An Organizational
22 Unit's final Adequacy Target attributable to bilingual
23 education shall include all additional investments in
24 English learner students' adequacy elements.

25 "Budget Year" means the school year for which primary
26 State aid is calculated and awarded under this Section.

1 "Central office" means individual administrators and
2 support service personnel charged with managing the
3 instructional programs, business and operations, and
4 security of the Organizational Unit.

5 "Comparable Wage Index" or "CWI" means a regional cost
6 differentiation metric that measures systemic, regional
7 variations in the salaries of college graduates who are
8 not educators. The CWI utilized for this Section shall,
9 for the first 3 years of Evidence-Based Funding
10 implementation, be the CWI initially developed by the
11 National Center for Education Statistics, as most recently
12 updated by Texas A & M University. In the fourth and
13 subsequent years of Evidence-Based Funding implementation,
14 the State Superintendent shall re-determine the CWI using
15 a similar methodology to that identified in the Texas A & M
16 University study, with adjustments made no less frequently
17 than once every 5 years.

18 "Computer technology and equipment" means computers
19 servers, notebooks, network equipment, copiers, printers,
20 instructional software, security software, curriculum
21 management courseware, and other similar materials and
22 equipment.

23 "Computer technology and equipment investment
24 allocation" means the final Adequacy Target amount of an
25 Organizational Unit assigned to Tier 1 or Tier 2 in the
26 prior school year attributable to the additional \$285.50

1 per student computer technology and equipment investment
2 grant divided by the Organizational Unit's final Adequacy
3 Target, the result of which shall be multiplied by the
4 amount of new funding received pursuant to this Section.
5 An Organizational Unit assigned to a Tier 1 or Tier 2 final
6 Adequacy Target attributable to the received computer
7 technology and equipment investment grant shall include
8 all additional investments in computer technology and
9 equipment adequacy elements.

10 "Core subject" means mathematics; science; reading,
11 English, writing, and language arts; history and social
12 studies; world languages; and subjects taught as Advanced
13 Placement in high schools.

14 "Core teacher" means a regular classroom teacher in
15 elementary schools and teachers of a core subject in
16 middle and high schools.

17 "Core Intervention teacher (tutor)" means a licensed
18 teacher providing one-on-one or small group tutoring to
19 students struggling to meet proficiency in core subjects.

20 "CPPRT" means corporate personal property replacement
21 tax funds paid to an Organizational Unit during the
22 calendar year one year before the calendar year in which a
23 school year begins, pursuant to "An Act in relation to the
24 abolition of ad valorem personal property tax and the
25 replacement of revenues lost thereby, and amending and
26 repealing certain Acts and parts of Acts in connection

1 therewith", certified August 14, 1979, as amended (Public
2 Act 81-1st S.S.-1).

3 "EAV" means equalized assessed valuation as defined in
4 paragraph (2) of subsection (d) of this Section and
5 calculated in accordance with paragraph (3) of subsection
6 (d) of this Section.

7 "ECI" means the Bureau of Labor Statistics' national
8 employment cost index for civilian workers in educational
9 services in elementary and secondary schools on a
10 cumulative basis for the 12-month calendar year preceding
11 the fiscal year of the Evidence-Based Funding calculation.

12 "EIS Data" means the employment information system
13 data maintained by the State Board on educators within
14 Organizational Units.

15 "Employee benefits" means health, dental, and vision
16 insurance offered to employees of an Organizational Unit,
17 the costs associated with the statutorily required payment
18 of the normal cost of the Organizational Unit's teacher
19 pensions, Social Security employer contributions, and
20 Illinois Municipal Retirement Fund employer contributions.

21 "English learner" or "EL" means a child included in
22 the definition of "English learners" under Section 14C-2
23 of this Code participating in a program of transitional
24 bilingual education or a transitional program of
25 instruction meeting the requirements and program
26 application procedures of Article 14C of this Code. For

1 the purposes of collecting the number of EL students
2 enrolled, the same collection and calculation methodology
3 as defined above for "ASE" shall apply to English
4 learners, with the exception that EL student enrollment
5 shall include students in grades pre-kindergarten through
6 12.

7 "Essential Elements" means those elements, resources,
8 and educational programs that have been identified through
9 academic research as necessary to improve student success,
10 improve academic performance, close achievement gaps, and
11 provide for other per student costs related to the
12 delivery and leadership of the Organizational Unit, as
13 well as the maintenance and operations of the unit, and
14 which are specified in paragraph (2) of subsection (b) of
15 this Section.

16 "Evidence-Based Funding" means State funding provided
17 to an Organizational Unit pursuant to this Section.

18 "Extended day" means academic and enrichment programs
19 provided to students outside the regular school day before
20 and after school or during non-instructional times during
21 the school day.

22 "Extension Limitation Ratio" means a numerical ratio
23 in which the numerator is the Base Tax Year's Extension
24 and the denominator is the Preceding Tax Year's Extension.

25 "Final Percent of Adequacy" is defined in paragraph
26 (4) of subsection (f) of this Section.

1 "Final Resources" is defined in paragraph (3) of
2 subsection (f) of this Section.

3 "Full-time equivalent" or "FTE" means the full-time
4 equivalency compensation for staffing the relevant
5 position at an Organizational Unit.

6 "Funding Gap" is defined in paragraph (1) of
7 subsection (g).

8 "Hybrid District" means a partial elementary unit
9 district created pursuant to Article 11E of this Code.

10 "Instructional assistant" means a core or special
11 education, non-licensed employee who assists a teacher in
12 the classroom and provides academic support to students.

13 "Instructional facilitator" means a qualified teacher
14 or licensed teacher leader who facilitates and coaches
15 continuous improvement in classroom instruction; provides
16 instructional support to teachers in the elements of
17 research-based instruction or demonstrates the alignment
18 of instruction with curriculum standards and assessment
19 tools; develops or coordinates instructional programs or
20 strategies; develops and implements training; chooses
21 standards-based instructional materials; provides
22 teachers with an understanding of current research; serves
23 as a mentor, site coach, curriculum specialist, or lead
24 teacher; or otherwise works with fellow teachers, in
25 collaboration, to use data to improve instructional
26 practice or develop model lessons.

1 "Instructional materials" means relevant
2 instructional materials for student instruction,
3 including, but not limited to, textbooks, consumable
4 workbooks, laboratory equipment, library books, and other
5 similar materials.

6 "Laboratory School" means a public school that is
7 created and operated by a public university and approved
8 by the State Board.

9 "Librarian" means a teacher with an endorsement as a
10 library information specialist or another individual whose
11 primary responsibility is overseeing library resources
12 within an Organizational Unit.

13 "Limiting rate for Hybrid Districts" means the
14 combined elementary school and high school limiting rates.

15 "Local Capacity" is defined in paragraph (1) of
16 subsection (c) of this Section.

17 "Local Capacity Percentage" is defined in subparagraph
18 (A) of paragraph (2) of subsection (c) of this Section.

19 "Local Capacity Ratio" is defined in subparagraph (B)
20 of paragraph (2) of subsection (c) of this Section.

21 "Local Capacity Target" is defined in paragraph (2) of
22 subsection (c) of this Section.

23 "Low-Income Count" means, for an Organizational Unit
24 in a fiscal year, the higher of the average number of
25 students for the prior school year or the immediately
26 preceding 3 school years who, as of July 1 of the

1 immediately preceding fiscal year (as determined by the
2 Department of Human Services), are eligible for at least
3 one of the following low-income programs: Medicaid, the
4 Children's Health Insurance Program, Temporary Assistance
5 for Needy Families (TANF), or the Supplemental Nutrition
6 Assistance Program, excluding pupils who are eligible for
7 services provided by the Department of Children and Family
8 Services. Until such time that grade level low-income
9 populations become available, grade level low-income
10 populations shall be determined by applying the low-income
11 percentage to total student enrollments by grade level.
12 The low-income percentage is determined by dividing the
13 Low-Income Count by the Average Student Enrollment. The
14 low-income percentage for programs operated by a regional
15 office of education or an intermediate service center must
16 be set to the weighted average of the low-income
17 percentages of all of the school districts in the service
18 region. The weighted low-income percentage is the result
19 of multiplying the low-income percentage of each school
20 district served by the regional office of education or
21 intermediate service center by each school district's
22 Average Student Enrollment, summarizing those products and
23 dividing the total by the total Average Student Enrollment
24 for the service region.

25 "Maintenance and operations" means custodial services,
26 facility and ground maintenance, facility operations,

1 facility security, routine facility repairs, and other
2 similar services and functions.

3 "Minimum Funding Level" is defined in paragraph (9) of
4 subsection (g) of this Section.

5 "New Property Tax Relief Pool Funds" means, for any
6 given fiscal year, all State funds appropriated under
7 Section 2-3.170 of this Code.

8 "New State Funds" means, for a given school year, all
9 State funds appropriated for Evidence-Based Funding in
10 excess of the amount needed to fund the Base Funding
11 Minimum for all Organizational Units in that school year.

12 "Nurse" means an individual licensed as a certified
13 school nurse, in accordance with the rules established for
14 nursing services by the State Board, who is an employee of
15 and is available to provide health care-related services
16 for students of an Organizational Unit.

17 "Operating Tax Rate" means the rate utilized in the
18 previous year to extend property taxes for all purposes,
19 except Bond and Interest, Summer School, Rent, Capital
20 Improvement, and Vocational Education Building purposes.
21 For Hybrid Districts, the Operating Tax Rate shall be the
22 combined elementary and high school rates utilized in the
23 previous year to extend property taxes for all purposes,
24 except Bond and Interest, Summer School, Rent, Capital
25 Improvement, and Vocational Education Building purposes.

26 "Organizational Unit" means a Laboratory School or any

1 public school district that is recognized as such by the
2 State Board and that contains elementary schools typically
3 serving kindergarten through 5th grades, middle schools
4 typically serving 6th through 8th grades, or high schools
5 typically serving 9th through 12th grades, ~~a program~~
6 ~~established under Section 2-3.66 or 2-3.41, or a program~~
7 ~~operated by~~ a regional office of education or an
8 intermediate service center that operates one or more
9 alternative education programs under Article 13A or 13B.
10 The General Assembly acknowledges that the actual grade
11 levels served by a particular Organizational Unit may vary
12 slightly from what is typical.

13 "Organizational Unit CWI" is determined by calculating
14 the CWI in the region and original county in which an
15 Organizational Unit's primary administrative office is
16 located as set forth in this paragraph, provided that if
17 the Organizational Unit CWI as calculated in accordance
18 with this paragraph is less than 0.9, the Organizational
19 Unit CWI shall be increased to 0.9. Each county's current
20 CWI value shall be adjusted based on the CWI value of that
21 county's neighboring Illinois counties, to create a
22 "weighted adjusted index value". This shall be calculated
23 by summing the CWI values of all of a county's adjacent
24 Illinois counties and dividing by the number of adjacent
25 Illinois counties, then taking the weighted value of the
26 original county's CWI value and the adjacent Illinois

1 county average. To calculate this weighted value, if the
2 number of adjacent Illinois counties is greater than 2,
3 the original county's CWI value will be weighted at 0.25
4 and the adjacent Illinois county average will be weighted
5 at 0.75. If the number of adjacent Illinois counties is 2,
6 the original county's CWI value will be weighted at 0.33
7 and the adjacent Illinois county average will be weighted
8 at 0.66. The greater of the county's current CWI value and
9 its weighted adjusted index value shall be used as the
10 Organizational Unit CWI.

11 "Preceding Tax Year" means the property tax levy year
12 immediately preceding the Base Tax Year.

13 "Preceding Tax Year's Extension" means the product of
14 the equalized assessed valuation utilized by the county
15 clerk in the Preceding Tax Year multiplied by the
16 Operating Tax Rate.

17 "Preliminary Percent of Adequacy" is defined in
18 paragraph (2) of subsection (f) of this Section.

19 "Preliminary Resources" is defined in paragraph (2) of
20 subsection (f) of this Section.

21 "Principal" means a school administrator duly endorsed
22 to be employed as a principal in this State.

23 "Professional development" means training programs for
24 licensed staff in schools, including, but not limited to,
25 programs that assist in implementing new curriculum
26 programs, provide data focused or academic assessment data

1 training to help staff identify a student's weaknesses and
2 strengths, target interventions, improve instruction,
3 encompass instructional strategies for English learner,
4 gifted, or at-risk students, address inclusivity, cultural
5 sensitivity, or implicit bias, or otherwise provide
6 professional support for licensed staff.

7 "Prototypical" means 450 special education
8 pre-kindergarten and kindergarten through grade 5 students
9 for an elementary school, 450 grade 6 through 8 students
10 for a middle school, and 600 grade 9 through 12 students
11 for a high school.

12 "PTELL" means the Property Tax Extension Limitation
13 Law.

14 "PTELL EAV" is defined in paragraph (4) of subsection
15 (d) of this Section.

16 "Pupil support staff" means a nurse, psychologist,
17 social worker, family liaison personnel, or other staff
18 member who provides support to at-risk or struggling
19 students.

20 "Real Receipts" is defined in paragraph (1) of
21 subsection (d) of this Section.

22 "Regionalization Factor" means, for a particular
23 Organizational Unit, the figure derived by dividing the
24 Organizational Unit CWI by the Statewide Weighted CWI.

25 "School counselor" means a licensed school counselor
26 who provides guidance and counseling support for students

1 within an Organizational Unit.

2 "School site staff" means the primary school secretary
3 and any additional clerical personnel assigned to a
4 school.

5 "Special education" means special educational
6 facilities and services, as defined in Section 14-1.08 of
7 this Code.

8 "Special Education Allocation" means the amount of an
9 Organizational Unit's final Adequacy Target attributable
10 to special education divided by the Organizational Unit's
11 final Adequacy Target, the product of which shall be
12 multiplied by the amount of new funding received pursuant
13 to this Section. An Organizational Unit's final Adequacy
14 Target attributable to special education shall include all
15 special education investment adequacy elements.

16 "Specialist teacher" means a teacher who provides
17 instruction in subject areas not included in core
18 subjects, including, but not limited to, art, music,
19 physical education, health, driver education,
20 career-technical education, and such other subject areas
21 as may be mandated by State law or provided by an
22 Organizational Unit.

23 "Specially Funded Unit" means a ~~an Alternative School,~~
24 ~~safe school,~~ Department of Juvenile Justice school,
25 special education cooperative or entity recognized by the
26 State Board as a special education cooperative, or

1 State-approved charter school, ~~or alternative learning~~
2 ~~opportunities program~~ that received direct funding from
3 the State Board during the 2016-2017 school year through
4 any of the funding sources included within the calculation
5 of the Base Funding Minimum or Glenwood Academy.

6 "Supplemental Grant Funding" means supplemental
7 general State aid funding received by an Organizational
8 Unit during the 2016-2017 school year pursuant to
9 subsection (H) of Section 18-8.05 of this Code (now
10 repealed).

11 "State Adequacy Level" is the sum of the Adequacy
12 Targets of all Organizational Units.

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

14 "State Superintendent" means the State Superintendent
15 of Education.

16 "Statewide Weighted CWI" means a figure determined by
17 multiplying each Organizational Unit CWI times the ASE for
18 that Organizational Unit creating a weighted value,
19 summing all Organizational Units' weighted values, and
20 dividing by the total ASE of all Organizational Units,
21 thereby creating an average weighted index.

22 "Student activities" means non-credit producing
23 after-school programs, including, but not limited to,
24 clubs, bands, sports, and other activities authorized by
25 the school board of the Organizational Unit.

26 "Substitute teacher" means an individual teacher or

1 teaching assistant who is employed by an Organizational
2 Unit and is temporarily serving the Organizational Unit on
3 a per diem or per period-assignment basis to replace
4 another staff member.

5 "Summer school" means academic and enrichment programs
6 provided to students during the summer months outside of
7 the regular school year.

8 "Supervisory aide" means a non-licensed staff member
9 who helps in supervising students of an Organizational
10 Unit, but does so outside of the classroom, in situations
11 such as, but not limited to, monitoring hallways and
12 playgrounds, supervising lunchrooms, or supervising
13 students when being transported in buses serving the
14 Organizational Unit.

15 "Target Ratio" is defined in paragraph (4) of
16 subsection (g).

17 "Tier 1", "Tier 2", "Tier 3", and "Tier 4" are defined
18 in paragraph (3) of subsection (g).

19 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
20 Funding", "Tier 3 Aggregate Funding", and "Tier 4
21 Aggregate Funding" are defined in paragraph (1) of
22 subsection (g).

23 (b) Adequacy Target calculation.

24 (1) Each Organizational Unit's Adequacy Target is the
25 sum of the Organizational Unit's cost of providing
26 Essential Elements, as calculated in accordance with this

1 subsection (b), with the salary amounts in the Essential
2 Elements multiplied by a Regionalization Factor calculated
3 pursuant to paragraph (3) of this subsection (b).

4 (2) The Essential Elements are attributable on a pro
5 rata basis related to defined subgroups of the ASE of each
6 Organizational Unit as specified in this paragraph (2),
7 with investments and FTE positions pro rata funded based
8 on ASE counts in excess of or less than the thresholds set
9 forth in this paragraph (2). The method for calculating
10 attributable pro rata costs and the defined subgroups
11 thereto are as follows:

12 (A) Core class size investments. Each
13 Organizational Unit shall receive the funding required
14 to support that number of FTE core teacher positions
15 as is needed to keep the respective class sizes of the
16 Organizational Unit to the following maximum numbers:

17 (i) For grades kindergarten through 3, the
18 Organizational Unit shall receive funding required
19 to support one FTE core teacher position for every
20 15 Low-Income Count students in those grades and
21 one FTE core teacher position for every 20
22 non-Low-Income Count students in those grades.

23 (ii) For grades 4 through 12, the
24 Organizational Unit shall receive funding required
25 to support one FTE core teacher position for every
26 20 Low-Income Count students in those grades and

1 one FTE core teacher position for every 25
2 non-Low-Income Count students in those grades.

3 The number of non-Low-Income Count students in a
4 grade shall be determined by subtracting the
5 Low-Income students in that grade from the ASE of the
6 Organizational Unit for that grade.

7 (B) Specialist teacher investments. Each
8 Organizational Unit shall receive the funding needed
9 to cover that number of FTE specialist teacher
10 positions that correspond to the following
11 percentages:

12 (i) if the Organizational Unit operates an
13 elementary or middle school, then 20.00% of the
14 number of the Organizational Unit's core teachers,
15 as determined under subparagraph (A) of this
16 paragraph (2); and

17 (ii) if such Organizational Unit operates a
18 high school, then 33.33% of the number of the
19 Organizational Unit's core teachers.

20 (C) Instructional facilitator investments. Each
21 Organizational Unit shall receive the funding needed
22 to cover one FTE instructional facilitator position
23 for every 200 combined ASE of pre-kindergarten
24 children with disabilities and all kindergarten
25 through grade 12 students of the Organizational Unit.

26 (D) Core intervention teacher (tutor) investments.

1 Each Organizational Unit shall receive the funding
2 needed to cover one FTE teacher position for each
3 prototypical elementary, middle, and high school.

4 (E) Substitute teacher investments. Each
5 Organizational Unit shall receive the funding needed
6 to cover substitute teacher costs that is equal to
7 5.70% of the minimum pupil attendance days required
8 under Section 10-19 of this Code for all full-time
9 equivalent core, specialist, and intervention
10 teachers, school nurses, special education teachers
11 and instructional assistants, instructional
12 facilitators, and summer school and extended day
13 teacher positions, as determined under this paragraph
14 (2), at a salary rate of 33.33% of the average salary
15 for grade K through 12 teachers and 33.33% of the
16 average salary of each instructional assistant
17 position.

18 (F) Core school counselor investments. Each
19 Organizational Unit shall receive the funding needed
20 to cover one FTE school counselor for each 450
21 combined ASE of pre-kindergarten children with
22 disabilities and all kindergarten through grade 5
23 students, plus one FTE school counselor for each 250
24 grades 6 through 8 ASE middle school students, plus
25 one FTE school counselor for each 250 grades 9 through
26 12 ASE high school students.

1 (G) Nurse investments. Each Organizational Unit
2 shall receive the funding needed to cover one FTE
3 nurse for each 750 combined ASE of pre-kindergarten
4 children with disabilities and all kindergarten
5 through grade 12 students across all grade levels it
6 serves.

7 (H) Supervisory aide investments. Each
8 Organizational Unit shall receive the funding needed
9 to cover one FTE for each 225 combined ASE of
10 pre-kindergarten children with disabilities and all
11 kindergarten through grade 5 students, plus one FTE
12 for each 225 ASE middle school students, plus one FTE
13 for each 200 ASE high school students.

14 (I) Librarian investments. Each Organizational
15 Unit shall receive the funding needed to cover one FTE
16 librarian for each prototypical elementary school,
17 middle school, and high school and one FTE aide or
18 media technician for every 300 combined ASE of
19 pre-kindergarten children with disabilities and all
20 kindergarten through grade 12 students.

21 (J) Principal investments. Each Organizational
22 Unit shall receive the funding needed to cover one FTE
23 principal position for each prototypical elementary
24 school, plus one FTE principal position for each
25 prototypical middle school, plus one FTE principal
26 position for each prototypical high school.

1 (K) Assistant principal investments. Each
2 Organizational Unit shall receive the funding needed
3 to cover one FTE assistant principal position for each
4 prototypical elementary school, plus one FTE assistant
5 principal position for each prototypical middle
6 school, plus one FTE assistant principal position for
7 each prototypical high school.

8 (L) School site staff investments. Each
9 Organizational Unit shall receive the funding needed
10 for one FTE position for each 225 ASE of
11 pre-kindergarten children with disabilities and all
12 kindergarten through grade 5 students, plus one FTE
13 position for each 225 ASE middle school students, plus
14 one FTE position for each 200 ASE high school
15 students.

16 (M) Gifted investments. Each Organizational Unit
17 shall receive \$40 per kindergarten through grade 12
18 ASE.

19 (N) Professional development investments. Each
20 Organizational Unit shall receive \$125 per student of
21 the combined ASE of pre-kindergarten children with
22 disabilities and all kindergarten through grade 12
23 students for trainers and other professional
24 development-related expenses for supplies and
25 materials.

26 (O) Instructional material investments. Each

1 Organizational Unit shall receive \$190 per student of
2 the combined ASE of pre-kindergarten children with
3 disabilities and all kindergarten through grade 12
4 students to cover instructional material costs.

5 (P) Assessment investments. Each Organizational
6 Unit shall receive \$25 per student of the combined ASE
7 of pre-kindergarten children with disabilities and all
8 kindergarten through grade 12 students to cover
9 assessment costs.

10 (Q) Computer technology and equipment investments.
11 Each Organizational Unit shall receive \$285.50 per
12 student of the combined ASE of pre-kindergarten
13 children with disabilities and all kindergarten
14 through grade 12 students to cover computer technology
15 and equipment costs. For the 2018-2019 school year and
16 subsequent school years, Organizational Units assigned
17 to Tier 1 and Tier 2 in the prior school year shall
18 receive an additional \$285.50 per student of the
19 combined ASE of pre-kindergarten children with
20 disabilities and all kindergarten through grade 12
21 students to cover computer technology and equipment
22 costs in the Organizational Unit's Adequacy Target.
23 The State Board may establish additional requirements
24 for Organizational Unit expenditures of funds received
25 pursuant to this subparagraph (Q), including a
26 requirement that funds received pursuant to this

1 subparagraph (Q) may be used only for serving the
2 technology needs of the district. It is the intent of
3 Public Act 100-465 that all Tier 1 and Tier 2 districts
4 receive the addition to their Adequacy Target in the
5 following year, subject to compliance with the
6 requirements of the State Board.

7 (R) Student activities investments. Each
8 Organizational Unit shall receive the following
9 funding amounts to cover student activities: \$100 per
10 kindergarten through grade 5 ASE student in elementary
11 school, plus \$200 per ASE student in middle school,
12 plus \$675 per ASE student in high school.

13 (S) Maintenance and operations investments. Each
14 Organizational Unit shall receive \$1,038 per student
15 of the combined ASE of pre-kindergarten children with
16 disabilities and all kindergarten through grade 12
17 students for day-to-day maintenance and operations
18 expenditures, including salary, supplies, and
19 materials, as well as purchased services, but
20 excluding employee benefits. The proportion of salary
21 for the application of a Regionalization Factor and
22 the calculation of benefits is equal to \$352.92.

23 (T) Central office investments. Each
24 Organizational Unit shall receive \$742 per student of
25 the combined ASE of pre-kindergarten children with
26 disabilities and all kindergarten through grade 12

1 students to cover central office operations, including
2 administrators and classified personnel charged with
3 managing the instructional programs, business and
4 operations of the school district, and security
5 personnel. The proportion of salary for the
6 application of a Regionalization Factor and the
7 calculation of benefits is equal to \$368.48.

8 (U) Employee benefit investments. Each
9 Organizational Unit shall receive 30% of the total of
10 all salary-calculated elements of the Adequacy Target,
11 excluding substitute teachers and student activities
12 investments, to cover benefit costs. For central
13 office and maintenance and operations investments, the
14 benefit calculation shall be based upon the salary
15 proportion of each investment. If at any time the
16 responsibility for funding the employer normal cost of
17 teacher pensions is assigned to school districts, then
18 that amount certified by the Teachers' Retirement
19 System of the State of Illinois to be paid by the
20 Organizational Unit for the preceding school year
21 shall be added to the benefit investment. For any
22 fiscal year in which a school district organized under
23 Article 34 of this Code is responsible for paying the
24 employer normal cost of teacher pensions, then that
25 amount of its employer normal cost plus the amount for
26 retiree health insurance as certified by the Public

1 School Teachers' Pension and Retirement Fund of
2 Chicago to be paid by the school district for the
3 preceding school year that is statutorily required to
4 cover employer normal costs and the amount for retiree
5 health insurance shall be added to the 30% specified
6 in this subparagraph (U). The Teachers' Retirement
7 System of the State of Illinois and the Public School
8 Teachers' Pension and Retirement Fund of Chicago shall
9 submit such information as the State Superintendent
10 may require for the calculations set forth in this
11 subparagraph (U).

12 (V) Additional investments in low-income students.
13 In addition to and not in lieu of all other funding
14 under this paragraph (2), each Organizational Unit
15 shall receive funding based on the average teacher
16 salary for grades K through 12 to cover the costs of:

17 (i) one FTE intervention teacher (tutor)
18 position for every 125 Low-Income Count students;

19 (ii) one FTE pupil support staff position for
20 every 125 Low-Income Count students;

21 (iii) one FTE extended day teacher position
22 for every 120 Low-Income Count students; and

23 (iv) one FTE summer school teacher position
24 for every 120 Low-Income Count students.

25 (W) Additional investments in English learner
26 students. In addition to and not in lieu of all other

1 funding under this paragraph (2), each Organizational
2 Unit shall receive funding based on the average
3 teacher salary for grades K through 12 to cover the
4 costs of:

5 (i) one FTE intervention teacher (tutor)
6 position for every 125 English learner students;

7 (ii) one FTE pupil support staff position for
8 every 125 English learner students;

9 (iii) one FTE extended day teacher position
10 for every 120 English learner students;

11 (iv) one FTE summer school teacher position
12 for every 120 English learner students; and

13 (v) one FTE core teacher position for every
14 100 English learner students.

15 (X) Special education investments. Each
16 Organizational Unit shall receive funding based on the
17 average teacher salary for grades K through 12 to
18 cover special education as follows:

19 (i) one FTE teacher position for every 141
20 combined ASE of pre-kindergarten children with
21 disabilities and all kindergarten through grade 12
22 students;

23 (ii) one FTE instructional assistant for every
24 141 combined ASE of pre-kindergarten children with
25 disabilities and all kindergarten through grade 12
26 students; and

1 (iii) one FTE psychologist position for every
2 1,000 combined ASE of pre-kindergarten children
3 with disabilities and all kindergarten through
4 grade 12 students.

5 (3) For calculating the salaries included within the
6 Essential Elements, the State Superintendent shall
7 annually calculate average salaries to the nearest dollar
8 using the employment information system data maintained by
9 the State Board, limited to public schools only and
10 excluding special education and vocational cooperatives,
11 schools operated by the Department of Juvenile Justice,
12 and charter schools, for the following positions:

13 (A) Teacher for grades K through 8.

14 (B) Teacher for grades 9 through 12.

15 (C) Teacher for grades K through 12.

16 (D) School counselor for grades K through 8.

17 (E) School counselor for grades 9 through 12.

18 (F) School counselor for grades K through 12.

19 (G) Social worker.

20 (H) Psychologist.

21 (I) Librarian.

22 (J) Nurse.

23 (K) Principal.

24 (L) Assistant principal.

25 For the purposes of this paragraph (3), "teacher"
26 includes core teachers, specialist and elective teachers,

1 instructional facilitators, tutors, special education
2 teachers, pupil support staff teachers, English learner
3 teachers, extended day teachers, and summer school
4 teachers. Where specific grade data is not required for
5 the Essential Elements, the average salary for
6 corresponding positions shall apply. For substitute
7 teachers, the average teacher salary for grades K through
8 12 shall apply.

9 For calculating the salaries included within the
10 Essential Elements for positions not included within EIS
11 Data, the following salaries shall be used in the first
12 year of implementation of Evidence-Based Funding:

13 (i) school site staff, \$30,000; and

14 (ii) non-instructional assistant, instructional
15 assistant, library aide, library media tech, or
16 supervisory aide: \$25,000.

17 In the second and subsequent years of implementation
18 of Evidence-Based Funding, the amounts in items (i) and
19 (ii) of this paragraph (3) shall annually increase by the
20 ECI.

21 The salary amounts for the Essential Elements
22 determined pursuant to subparagraphs (A) through (L), (S)
23 and (T), and (V) through (X) of paragraph (2) of
24 subsection (b) of this Section shall be multiplied by a
25 Regionalization Factor.

26 (c) Local Capacity calculation.

1 (1) Each Organizational Unit's Local Capacity
2 represents an amount of funding it is assumed to
3 contribute toward its Adequacy Target for purposes of the
4 Evidence-Based Funding formula calculation. "Local
5 Capacity" means either (i) the Organizational Unit's Local
6 Capacity Target as calculated in accordance with paragraph
7 (2) of this subsection (c) if its Real Receipts are equal
8 to or less than its Local Capacity Target or (ii) the
9 Organizational Unit's Adjusted Local Capacity, as
10 calculated in accordance with paragraph (3) of this
11 subsection (c) if Real Receipts are more than its Local
12 Capacity Target.

13 (2) "Local Capacity Target" means, for an
14 Organizational Unit, that dollar amount that is obtained
15 by multiplying its Adequacy Target by its Local Capacity
16 Ratio.

17 (A) An Organizational Unit's Local Capacity
18 Percentage is the conversion of the Organizational
19 Unit's Local Capacity Ratio, as such ratio is
20 determined in accordance with subparagraph (B) of this
21 paragraph (2), into a cumulative distribution
22 resulting in a percentile ranking to determine each
23 Organizational Unit's relative position to all other
24 Organizational Units in this State. The calculation of
25 Local Capacity Percentage is described in subparagraph
26 (C) of this paragraph (2).

1 (B) An Organizational Unit's Local Capacity Ratio
2 in a given year is the percentage obtained by dividing
3 its Adjusted EAV or PTELL EAV, whichever is less, by
4 its Adequacy Target, with the resulting ratio further
5 adjusted as follows:

6 (i) for Organizational Units serving grades
7 kindergarten through 12 and Hybrid Districts, no
8 further adjustments shall be made;

9 (ii) for Organizational Units serving grades
10 kindergarten through 8, the ratio shall be
11 multiplied by 9/13;

12 (iii) for Organizational Units serving grades
13 9 through 12, the Local Capacity Ratio shall be
14 multiplied by 4/13; and

15 (iv) for an Organizational Unit with a
16 different grade configuration than those specified
17 in items (i) through (iii) of this subparagraph
18 (B), the State Superintendent shall determine a
19 comparable adjustment based on the grades served.

20 (C) The Local Capacity Percentage is equal to the
21 percentile ranking of the district. Local Capacity
22 Percentage converts each Organizational Unit's Local
23 Capacity Ratio to a cumulative distribution resulting
24 in a percentile ranking to determine each
25 Organizational Unit's relative position to all other
26 Organizational Units in this State. The Local Capacity

1 Percentage cumulative distribution resulting in a
2 percentile ranking for each Organizational Unit shall
3 be calculated using the standard normal distribution
4 of the score in relation to the weighted mean and
5 weighted standard deviation and Local Capacity Ratios
6 of all Organizational Units. If the value assigned to
7 any Organizational Unit is in excess of 90%, the value
8 shall be adjusted to 90%. For Laboratory Schools, the
9 Local Capacity Percentage shall be set at 10% in
10 recognition of the absence of EAV and resources from
11 the public university that are allocated to the
12 Laboratory School. For programs operated by a regional
13 office of education or an intermediate service center,
14 the Local Capacity Percentage must be set at 10% in
15 recognition of the absence of EAV and resources from
16 school districts that are allocated to the regional
17 office of education or intermediate service center.
18 The weighted mean for the Local Capacity Percentage
19 shall be determined by multiplying each Organizational
20 Unit's Local Capacity Ratio times the ASE for the unit
21 creating a weighted value, summing the weighted values
22 of all Organizational Units, and dividing by the total
23 ASE of all Organizational Units. The weighted standard
24 deviation shall be determined by taking the square
25 root of the weighted variance of all Organizational
26 Units' Local Capacity Ratio, where the variance is

1 calculated by squaring the difference between each
2 unit's Local Capacity Ratio and the weighted mean,
3 then multiplying the variance for each unit times the
4 ASE for the unit to create a weighted variance for each
5 unit, then summing all units' weighted variance and
6 dividing by the total ASE of all units.

7 (D) For any Organizational Unit, the
8 Organizational Unit's Adjusted Local Capacity Target
9 shall be reduced by either (i) the school board's
10 remaining contribution pursuant to paragraph (ii) of
11 subsection (b-4) of Section 16-158 of the Illinois
12 Pension Code in a given year or (ii) the board of
13 education's remaining contribution pursuant to
14 paragraph (iv) of subsection (b) of Section 17-129 of
15 the Illinois Pension Code absent the employer normal
16 cost portion of the required contribution and amount
17 allowed pursuant to subdivision (3) of Section
18 17-142.1 of the Illinois Pension Code in a given year.
19 In the preceding sentence, item (i) shall be certified
20 to the State Board of Education by the Teachers'
21 Retirement System of the State of Illinois and item
22 (ii) shall be certified to the State Board of
23 Education by the Public School Teachers' Pension and
24 Retirement Fund of the City of Chicago.

25 (3) If an Organizational Unit's Real Receipts are more
26 than its Local Capacity Target, then its Local Capacity

1 shall equal an Adjusted Local Capacity Target as
2 calculated in accordance with this paragraph (3). The
3 Adjusted Local Capacity Target is calculated as the sum of
4 the Organizational Unit's Local Capacity Target and its
5 Real Receipts Adjustment. The Real Receipts Adjustment
6 equals the Organizational Unit's Real Receipts less its
7 Local Capacity Target, with the resulting figure
8 multiplied by the Local Capacity Percentage.

9 As used in this paragraph (3), "Real Percent of
10 Adequacy" means the sum of an Organizational Unit's Real
11 Receipts, CPPRT, and Base Funding Minimum, with the
12 resulting figure divided by the Organizational Unit's
13 Adequacy Target.

14 (d) Calculation of Real Receipts, EAV, and Adjusted EAV
15 for purposes of the Local Capacity calculation.

16 (1) An Organizational Unit's Real Receipts are the
17 product of its Applicable Tax Rate and its Adjusted EAV.
18 An Organizational Unit's Applicable Tax Rate is its
19 Adjusted Operating Tax Rate for property within the
20 Organizational Unit.

21 (2) The State Superintendent shall calculate the
22 equalized assessed valuation, or EAV, of all taxable
23 property of each Organizational Unit as of September 30 of
24 the previous year in accordance with paragraph (3) of this
25 subsection (d). The State Superintendent shall then
26 determine the Adjusted EAV of each Organizational Unit in

1 accordance with paragraph (4) of this subsection (d),
2 which Adjusted EAV figure shall be used for the purposes
3 of calculating Local Capacity.

4 (3) To calculate Real Receipts and EAV, the Department
5 of Revenue shall supply to the State Superintendent the
6 value as equalized or assessed by the Department of
7 Revenue of all taxable property of every Organizational
8 Unit, together with (i) the applicable tax rate used in
9 extending taxes for the funds of the Organizational Unit
10 as of September 30 of the previous year and (ii) the
11 limiting rate for all Organizational Units subject to
12 property tax extension limitations as imposed under PTELL.

13 (A) The Department of Revenue shall add to the
14 equalized assessed value of all taxable property of
15 each Organizational Unit situated entirely or
16 partially within a county that is or was subject to the
17 provisions of Section 15-176 or 15-177 of the Property
18 Tax Code (i) an amount equal to the total amount by
19 which the homestead exemption allowed under Section
20 15-176 or 15-177 of the Property Tax Code for real
21 property situated in that Organizational Unit exceeds
22 the total amount that would have been allowed in that
23 Organizational Unit if the maximum reduction under
24 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
25 in all other counties in tax year 2003 or (II) \$5,000
26 in all counties in tax year 2004 and thereafter and

1 (ii) an amount equal to the aggregate amount for the
2 taxable year of all additional exemptions under
3 Section 15-175 of the Property Tax Code for owners
4 with a household income of \$30,000 or less. The county
5 clerk of any county that is or was subject to the
6 provisions of Section 15-176 or 15-177 of the Property
7 Tax Code shall annually calculate and certify to the
8 Department of Revenue for each Organizational Unit all
9 homestead exemption amounts under Section 15-176 or
10 15-177 of the Property Tax Code and all amounts of
11 additional exemptions under Section 15-175 of the
12 Property Tax Code for owners with a household income
13 of \$30,000 or less. It is the intent of this
14 subparagraph (A) that if the general homestead
15 exemption for a parcel of property is determined under
16 Section 15-176 or 15-177 of the Property Tax Code
17 rather than Section 15-175, then the calculation of
18 EAV shall not be affected by the difference, if any,
19 between the amount of the general homestead exemption
20 allowed for that parcel of property under Section
21 15-176 or 15-177 of the Property Tax Code and the
22 amount that would have been allowed had the general
23 homestead exemption for that parcel of property been
24 determined under Section 15-175 of the Property Tax
25 Code. It is further the intent of this subparagraph
26 (A) that if additional exemptions are allowed under

1 Section 15-175 of the Property Tax Code for owners
2 with a household income of less than \$30,000, then the
3 calculation of EAV shall not be affected by the
4 difference, if any, because of those additional
5 exemptions.

6 (B) With respect to any part of an Organizational
7 Unit within a redevelopment project area in respect to
8 which a municipality has adopted tax increment
9 allocation financing pursuant to the Tax Increment
10 Allocation Redevelopment Act, Division 74.4 of Article
11 11 of the Illinois Municipal Code, or the Industrial
12 Jobs Recovery Law, Division 74.6 of Article 11 of the
13 Illinois Municipal Code, no part of the current EAV of
14 real property located in any such project area that is
15 attributable to an increase above the total initial
16 EAV of such property shall be used as part of the EAV
17 of the Organizational Unit, until such time as all
18 redevelopment project costs have been paid, as
19 provided in Section 11-74.4-8 of the Tax Increment
20 Allocation Redevelopment Act or in Section 11-74.6-35
21 of the Industrial Jobs Recovery Law. For the purpose
22 of the EAV of the Organizational Unit, the total
23 initial EAV or the current EAV, whichever is lower,
24 shall be used until such time as all redevelopment
25 project costs have been paid.

26 (B-5) The real property equalized assessed

1 valuation for a school district shall be adjusted by
2 subtracting from the real property value, as equalized
3 or assessed by the Department of Revenue, for the
4 district an amount computed by dividing the amount of
5 any abatement of taxes under Section 18-170 of the
6 Property Tax Code by 3.00% for a district maintaining
7 grades kindergarten through 12, by 2.30% for a
8 district maintaining grades kindergarten through 8, or
9 by 1.05% for a district maintaining grades 9 through
10 12 and adjusted by an amount computed by dividing the
11 amount of any abatement of taxes under subsection (a)
12 of Section 18-165 of the Property Tax Code by the same
13 percentage rates for district type as specified in
14 this subparagraph (B-5).

15 (C) For Organizational Units that are Hybrid
16 Districts, the State Superintendent shall use the
17 lesser of the adjusted equalized assessed valuation
18 for property within the partial elementary unit
19 district for elementary purposes, as defined in
20 Article 11E of this Code, or the adjusted equalized
21 assessed valuation for property within the partial
22 elementary unit district for high school purposes, as
23 defined in Article 11E of this Code.

24 (D) If a school district's boundaries span
25 multiple counties, then the Department of Revenue
26 shall send to the State Board, for the purposes of

1 calculating Evidence-Based Funding, the limiting rate
2 and individual rates by purpose for the county that
3 contains the majority of the school district's
4 equalized assessed valuation.

5 (4) An Organizational Unit's Adjusted EAV shall be the
6 average of its EAV over the immediately preceding 3 years
7 or the lesser of its EAV in the immediately preceding year
8 or the average of its EAV over the immediately preceding 3
9 years if the EAV in the immediately preceding year has
10 declined by 10% or more when comparing the 2 most recent
11 years. In the event of Organizational Unit reorganization,
12 consolidation, or annexation, the Organizational Unit's
13 Adjusted EAV for the first 3 years after such change shall
14 be as follows: the most current EAV shall be used in the
15 first year, the average of a 2-year EAV or its EAV in the
16 immediately preceding year if the EAV declines by 10% or
17 more when comparing the 2 most recent years for the second
18 year, and the lesser of a 3-year average EAV or its EAV in
19 the immediately preceding year if the Adjusted EAV
20 declines by 10% or more when comparing the 2 most recent
21 years for the third year. For any school district whose
22 EAV in the immediately preceding year is used in
23 calculations, in the following year, the Adjusted EAV
24 shall be the average of its EAV over the immediately
25 preceding 2 years or the immediately preceding year if
26 that year represents a decline of 10% or more when

1 comparing the 2 most recent years.

2 "PTELL EAV" means a figure calculated by the State
3 Board for Organizational Units subject to PTELL as
4 described in this paragraph (4) for the purposes of
5 calculating an Organizational Unit's Local Capacity Ratio.
6 Except as otherwise provided in this paragraph (4), the
7 PTELL EAV of an Organizational Unit shall be equal to the
8 product of the equalized assessed valuation last used in
9 the calculation of general State aid under Section 18-8.05
10 of this Code (now repealed) or Evidence-Based Funding
11 under this Section and the Organizational Unit's Extension
12 Limitation Ratio. If an Organizational Unit has approved
13 or does approve an increase in its limiting rate, pursuant
14 to Section 18-190 of the Property Tax Code, affecting the
15 Base Tax Year, the PTELL EAV shall be equal to the product
16 of the equalized assessed valuation last used in the
17 calculation of general State aid under Section 18-8.05 of
18 this Code (now repealed) or Evidence-Based Funding under
19 this Section multiplied by an amount equal to one plus the
20 percentage increase, if any, in the Consumer Price Index
21 for All Urban Consumers for all items published by the
22 United States Department of Labor for the 12-month
23 calendar year preceding the Base Tax Year, plus the
24 equalized assessed valuation of new property, annexed
25 property, and recovered tax increment value and minus the
26 equalized assessed valuation of disconnected property.

1 As used in this paragraph (4), "new property" and
2 "recovered tax increment value" shall have the meanings
3 set forth in the Property Tax Extension Limitation Law.

4 (e) Base Funding Minimum calculation.

5 (1) For the 2017-2018 school year, the Base Funding
6 Minimum of an Organizational Unit or a Specially Funded
7 Unit shall be the amount of State funds distributed to the
8 Organizational Unit or Specially Funded Unit during the
9 2016-2017 school year prior to any adjustments and
10 specified appropriation amounts described in this
11 paragraph (1) from the following Sections, as calculated
12 by the State Superintendent: Section 18-8.05 of this Code
13 (now repealed); Section 5 of Article 224 of Public Act
14 99-524 (equity grants); Section 14-7.02b of this Code
15 (funding for children requiring special education
16 services); Section 14-13.01 of this Code (special
17 education facilities and staffing), except for
18 reimbursement of the cost of transportation pursuant to
19 Section 14-13.01; Section 14C-12 of this Code (English
20 learners); and Section 18-4.3 of this Code (summer
21 school), based on an appropriation level of \$13,121,600.
22 For a school district organized under Article 34 of this
23 Code, the Base Funding Minimum also includes (i) the funds
24 allocated to the school district pursuant to Section 1D-1
25 of this Code attributable to funding programs authorized
26 by the Sections of this Code listed in the preceding

1 sentence and (ii) the difference between (I) the funds
2 allocated to the school district pursuant to Section 1D-1
3 of this Code attributable to the funding programs
4 authorized by Section 14-7.02 (non-public special
5 education reimbursement), subsection (b) of Section
6 14-13.01 (special education transportation), Section 29-5
7 (transportation), Section 2-3.80 (agricultural
8 education), Section 2-3.66 (truants' alternative
9 education), Section 2-3.62 (educational service centers),
10 and Section 14-7.03 (special education - orphanage) of
11 this Code and Section 15 of the Childhood Hunger Relief
12 Act (free breakfast program) and (II) the school
13 district's actual expenditures for its non-public special
14 education, special education transportation,
15 transportation programs, agricultural education, truants'
16 alternative education, services that would otherwise be
17 performed by a regional office of education, special
18 education orphanage expenditures, and free breakfast, as
19 most recently calculated and reported pursuant to
20 subsection (f) of Section 1D-1 of this Code. The Base
21 Funding Minimum for Glenwood Academy shall be \$952,014.
22 For programs operated by a regional office of education or
23 an intermediate service center, the Base Funding Minimum
24 must be the total amount of State funds allocated to those
25 programs in the 2018-2019 school year and amounts provided
26 pursuant to Article 34 of Public Act 100-586 and Section

1 3-16 of this Code. All programs established after June 5,
2 2019 (the effective date of Public Act 101-10) and
3 administered by a regional office of education or an
4 intermediate service center must have an initial Base
5 Funding Minimum set to an amount equal to the first-year
6 ASE multiplied by the amount of per pupil funding received
7 in the previous school year by the lowest funded similar
8 existing program type. If the enrollment for a program
9 operated by a regional office of education or an
10 intermediate service center is zero, then it may not
11 receive Base Funding Minimum funds for that program in the
12 next fiscal year, and those funds must be distributed to
13 Organizational Units under subsection (g).

14 (2) For the 2018-2019 and subsequent school years, the
15 Base Funding Minimum of Organizational Units and Specially
16 Funded Units shall be the sum of (i) the amount of
17 Evidence-Based Funding for the prior school year, (ii) the
18 Base Funding Minimum for the prior school year, and (iii)
19 any amount received by a school district pursuant to
20 Section 7 of Article 97 of Public Act 100-21.

21 For the 2022-2023 school year, the Base Funding
22 Minimum of Organizational Units shall be the amounts
23 recalculated by the State Board of Education for Fiscal
24 Year 2019 through Fiscal Year 2022 that were necessary due
25 to average student enrollment errors for districts
26 organized under Article 34 of this Code, plus the Fiscal

1 Year 2022 property tax relief grants provided under
2 Section 2-3.170 of this Code, ensuring each Organizational
3 Unit has the correct amount of resources for Fiscal Year
4 2023 Evidence-Based Funding calculations and that Fiscal
5 Year 2023 Evidence-Based Funding Distributions are made in
6 accordance with this Section.

7 (2.5) Beginning with the 2024-2025 school year, the
8 Base Funding Minimum calculated for a regional office of
9 education or intermediate service center shall be equal to
10 the sum of the Base Funding Minimum amounts distributed to
11 all alternative education programs operated by the
12 regional office of education or intermediate service
13 center in the prior school year.

14 (3) Subject to approval by the General Assembly as
15 provided in this paragraph (3), an Organizational Unit
16 that meets all of the following criteria, as determined by
17 the State Board, shall have District Intervention Money
18 added to its Base Funding Minimum at the time the Base
19 Funding Minimum is calculated by the State Board:

20 (A) The Organizational Unit is operating under an
21 Independent Authority under Section 2-3.25f-5 of this
22 Code for a minimum of 4 school years or is subject to
23 the control of the State Board pursuant to a court
24 order for a minimum of 4 school years.

25 (B) The Organizational Unit was designated as a
26 Tier 1 or Tier 2 Organizational Unit in the previous

1 school year under paragraph (3) of subsection (g) of
2 this Section.

3 (C) The Organizational Unit demonstrates
4 sustainability through a 5-year financial and
5 strategic plan.

6 (D) The Organizational Unit has made sufficient
7 progress and achieved sufficient stability in the
8 areas of governance, academic growth, and finances.

9 As part of its determination under this paragraph (3),
10 the State Board may consider the Organizational Unit's
11 summative designation, any accreditations of the
12 Organizational Unit, or the Organizational Unit's
13 financial profile, as calculated by the State Board.

14 If the State Board determines that an Organizational
15 Unit has met the criteria set forth in this paragraph (3),
16 it must submit a report to the General Assembly, no later
17 than January 2 of the fiscal year in which the State Board
18 makes its determination, on the amount of District
19 Intervention Money to add to the Organizational Unit's
20 Base Funding Minimum. The General Assembly must review the
21 State Board's report and may approve or disapprove, by
22 joint resolution, the addition of District Intervention
23 Money. If the General Assembly fails to act on the report
24 within 40 calendar days from the receipt of the report,
25 the addition of District Intervention Money is deemed
26 approved. If the General Assembly approves the amount of

1 District Intervention Money to be added to the
2 Organizational Unit's Base Funding Minimum, the District
3 Intervention Money must be added to the Base Funding
4 Minimum annually thereafter.

5 For the first 4 years following the initial year that
6 the State Board determines that an Organizational Unit has
7 met the criteria set forth in this paragraph (3) and has
8 received funding under this Section, the Organizational
9 Unit must annually submit to the State Board, on or before
10 November 30, a progress report regarding its financial and
11 strategic plan under subparagraph (C) of this paragraph
12 (3). The plan shall include the financial data from the
13 past 4 annual financial reports or financial audits that
14 must be presented to the State Board by November 15 of each
15 year and the approved budget financial data for the
16 current year. The plan shall be developed according to the
17 guidelines presented to the Organizational Unit by the
18 State Board. The plan shall further include financial
19 projections for the next 3 fiscal years and include a
20 discussion and financial summary of the Organizational
21 Unit's facility needs. If the Organizational Unit does not
22 demonstrate sufficient progress toward its 5-year plan or
23 if it has failed to file an annual financial report, an
24 annual budget, a financial plan, a deficit reduction plan,
25 or other financial information as required by law, the
26 State Board may establish a Financial Oversight Panel

1 under Article 1H of this Code. However, if the
2 Organizational Unit already has a Financial Oversight
3 Panel, the State Board may extend the duration of the
4 Panel.

5 (f) Percent of Adequacy and Final Resources calculation.

6 (1) The Evidence-Based Funding formula establishes a
7 Percent of Adequacy for each Organizational Unit in order
8 to place such units into tiers for the purposes of the
9 funding distribution system described in subsection (g) of
10 this Section. Initially, an Organizational Unit's
11 Preliminary Resources and Preliminary Percent of Adequacy
12 are calculated pursuant to paragraph (2) of this
13 subsection (f). Then, an Organizational Unit's Final
14 Resources and Final Percent of Adequacy are calculated to
15 account for the Organizational Unit's poverty
16 concentration levels pursuant to paragraphs (3) and (4) of
17 this subsection (f).

18 (2) An Organizational Unit's Preliminary Resources are
19 equal to the sum of its Local Capacity Target, CPPRT, and
20 Base Funding Minimum. An Organizational Unit's Preliminary
21 Percent of Adequacy is the lesser of (i) its Preliminary
22 Resources divided by its Adequacy Target or (ii) 100%.

23 (3) Except for Specially Funded Units, an
24 Organizational Unit's Final Resources are equal to the sum
25 of its Local Capacity, CPPRT, and Adjusted Base Funding
26 Minimum. The Base Funding Minimum of each Specially Funded

1 Unit shall serve as its Final Resources, except that the
2 Base Funding Minimum for State-approved charter schools
3 shall not include any portion of general State aid
4 allocated in the prior year based on the per capita
5 tuition charge times the charter school enrollment.

6 (4) An Organizational Unit's Final Percent of Adequacy
7 is its Final Resources divided by its Adequacy Target. An
8 Organizational Unit's Adjusted Base Funding Minimum is
9 equal to its Base Funding Minimum less its Supplemental
10 Grant Funding, with the resulting figure added to the
11 product of its Supplemental Grant Funding and Preliminary
12 Percent of Adequacy.

13 (g) Evidence-Based Funding formula distribution system.

14 (1) In each school year under the Evidence-Based
15 Funding formula, each Organizational Unit receives funding
16 equal to the sum of its Base Funding Minimum and the unit's
17 allocation of New State Funds determined pursuant to this
18 subsection (g). To allocate New State Funds, the
19 Evidence-Based Funding formula distribution system first
20 places all Organizational Units into one of 4 tiers in
21 accordance with paragraph (3) of this subsection (g),
22 based on the Organizational Unit's Final Percent of
23 Adequacy. New State Funds are allocated to each of the 4
24 tiers as follows: Tier 1 Aggregate Funding equals 50% of
25 all New State Funds, Tier 2 Aggregate Funding equals 49%
26 of all New State Funds, Tier 3 Aggregate Funding equals

1 0.9% of all New State Funds, and Tier 4 Aggregate Funding
2 equals 0.1% of all New State Funds. Each Organizational
3 Unit within Tier 1 or Tier 2 receives an allocation of New
4 State Funds equal to its tier Funding Gap, as defined in
5 the following sentence, multiplied by the tier's
6 Allocation Rate determined pursuant to paragraph (4) of
7 this subsection (g). For Tier 1, an Organizational Unit's
8 Funding Gap equals the tier's Target Ratio, as specified
9 in paragraph (5) of this subsection (g), multiplied by the
10 Organizational Unit's Adequacy Target, with the resulting
11 amount reduced by the Organizational Unit's Final
12 Resources. For Tier 2, an Organizational Unit's Funding
13 Gap equals the tier's Target Ratio, as described in
14 paragraph (5) of this subsection (g), multiplied by the
15 Organizational Unit's Adequacy Target, with the resulting
16 amount reduced by the Organizational Unit's Final
17 Resources and its Tier 1 funding allocation. To determine
18 the Organizational Unit's Funding Gap, the resulting
19 amount is then multiplied by a factor equal to one minus
20 the Organizational Unit's Local Capacity Target
21 percentage. Each Organizational Unit within Tier 3 or Tier
22 4 receives an allocation of New State Funds equal to the
23 product of its Adequacy Target and the tier's Allocation
24 Rate, as specified in paragraph (4) of this subsection
25 (g).

26 (2) To ensure equitable distribution of dollars for

1 all Tier 2 Organizational Units, no Tier 2 Organizational
2 Unit shall receive fewer dollars per ASE than any Tier 3
3 Organizational Unit. Each Tier 2 and Tier 3 Organizational
4 Unit shall have its funding allocation divided by its ASE.
5 Any Tier 2 Organizational Unit with a funding allocation
6 per ASE below the greatest Tier 3 allocation per ASE shall
7 get a funding allocation equal to the greatest Tier 3
8 funding allocation per ASE multiplied by the
9 Organizational Unit's ASE. Each Tier 2 Organizational
10 Unit's Tier 2 funding allocation shall be multiplied by
11 the percentage calculated by dividing the original Tier 2
12 Aggregate Funding by the sum of all Tier 2 Organizational
13 Units' Tier 2 funding allocation after adjusting
14 districts' funding below Tier 3 levels.

15 (3) Organizational Units are placed into one of 4
16 tiers as follows:

17 (A) Tier 1 consists of all Organizational Units,
18 except for Specially Funded Units, with a Percent of
19 Adequacy less than the Tier 1 Target Ratio. The Tier 1
20 Target Ratio is the ratio level that allows for Tier 1
21 Aggregate Funding to be distributed, with the Tier 1
22 Allocation Rate determined pursuant to paragraph (4)
23 of this subsection (g).

24 (B) Tier 2 consists of all Tier 1 Units and all
25 other Organizational Units, except for Specially
26 Funded Units, with a Percent of Adequacy of less than

1 0.90.

2 (C) Tier 3 consists of all Organizational Units,
3 except for Specially Funded Units, with a Percent of
4 Adequacy of at least 0.90 and less than 1.0.

5 (D) Tier 4 consists of all Organizational Units
6 with a Percent of Adequacy of at least 1.0.

7 (4) The Allocation Rates for Tiers 1 through 4 are
8 determined as follows:

9 (A) The Tier 1 Allocation Rate is 30%.

10 (B) The Tier 2 Allocation Rate is the result of the
11 following equation: Tier 2 Aggregate Funding, divided
12 by the sum of the Funding Gaps for all Tier 2
13 Organizational Units, unless the result of such
14 equation is higher than 1.0. If the result of such
15 equation is higher than 1.0, then the Tier 2
16 Allocation Rate is 1.0.

17 (C) The Tier 3 Allocation Rate is the result of the
18 following equation: Tier 3 Aggregate Funding, divided
19 by the sum of the Adequacy Targets of all Tier 3
20 Organizational Units.

21 (D) The Tier 4 Allocation Rate is the result of the
22 following equation: Tier 4 Aggregate Funding, divided
23 by the sum of the Adequacy Targets of all Tier 4
24 Organizational Units.

25 (5) A tier's Target Ratio is determined as follows:

26 (A) The Tier 1 Target Ratio is the ratio level that

1 allows for Tier 1 Aggregate Funding to be distributed
2 with the Tier 1 Allocation Rate.

3 (B) The Tier 2 Target Ratio is 0.90.

4 (C) The Tier 3 Target Ratio is 1.0.

5 (6) If, at any point, the Tier 1 Target Ratio is
6 greater than 90%, then all Tier 1 funding shall be
7 allocated to Tier 2 and no Tier 1 Organizational Unit's
8 funding may be identified.

9 (7) In the event that all Tier 2 Organizational Units
10 receive funding at the Tier 2 Target Ratio level, any
11 remaining New State Funds shall be allocated to Tier 3 and
12 Tier 4 Organizational Units.

13 (8) If any Specially Funded Units, excluding Glenwood
14 Academy, recognized by the State Board do not qualify for
15 direct funding following the implementation of Public Act
16 100-465 from any of the funding sources included within
17 the definition of Base Funding Minimum, the unqualified
18 portion of the Base Funding Minimum shall be transferred
19 to one or more appropriate Organizational Units as
20 determined by the State Superintendent based on the prior
21 year ASE of the Organizational Units.

22 (8.5) If a school district withdraws from a special
23 education cooperative, the portion of the Base Funding
24 Minimum that is attributable to the school district may be
25 redistributed to the school district upon withdrawal. The
26 school district and the cooperative must include the

1 amount of the Base Funding Minimum that is to be
2 reapportioned in their withdrawal agreement and notify the
3 State Board of the change with a copy of the agreement upon
4 withdrawal.

5 (9) The Minimum Funding Level is intended to establish
6 a target for State funding that will keep pace with
7 inflation and continue to advance equity through the
8 Evidence-Based Funding formula. The target for State
9 funding of New Property Tax Relief Pool Funds is
10 \$50,000,000 for State fiscal year 2019 and subsequent
11 State fiscal years. The Minimum Funding Level is equal to
12 \$350,000,000. In addition to any New State Funds, no more
13 than \$50,000,000 New Property Tax Relief Pool Funds may be
14 counted toward the Minimum Funding Level. If the sum of
15 New State Funds and applicable New Property Tax Relief
16 Pool Funds are less than the Minimum Funding Level, than
17 funding for tiers shall be reduced in the following
18 manner:

19 (A) First, Tier 4 funding shall be reduced by an
20 amount equal to the difference between the Minimum
21 Funding Level and New State Funds until such time as
22 Tier 4 funding is exhausted.

23 (B) Next, Tier 3 funding shall be reduced by an
24 amount equal to the difference between the Minimum
25 Funding Level and New State Funds and the reduction in
26 Tier 4 funding until such time as Tier 3 funding is

1 exhausted.

2 (C) Next, Tier 2 funding shall be reduced by an
3 amount equal to the difference between the Minimum
4 Funding Level and New State Funds and the reduction in
5 Tier 4 and Tier 3.

6 (D) Finally, Tier 1 funding shall be reduced by an
7 amount equal to the difference between the Minimum
8 Funding level and New State Funds and the reduction in
9 Tier 2, 3, and 4 funding. In addition, the Allocation
10 Rate for Tier 1 shall be reduced to a percentage equal
11 to the Tier 1 Allocation Rate set by paragraph (4) of
12 this subsection (g), multiplied by the result of New
13 State Funds divided by the Minimum Funding Level.

14 (9.5) For State fiscal year 2019 and subsequent State
15 fiscal years, if New State Funds exceed \$300,000,000, then
16 any amount in excess of \$300,000,000 shall be dedicated
17 for purposes of Section 2-3.170 of this Code up to a
18 maximum of \$50,000,000.

19 (10) In the event of a decrease in the amount of the
20 appropriation for this Section in any fiscal year after
21 implementation of this Section, the Organizational Units
22 receiving Tier 1 and Tier 2 funding, as determined under
23 paragraph (3) of this subsection (g), shall be held
24 harmless by establishing a Base Funding Guarantee equal to
25 the per pupil kindergarten through grade 12 funding
26 received in accordance with this Section in the prior

1 fiscal year. Reductions shall be made to the Base Funding
2 Minimum of Organizational Units in Tier 3 and Tier 4 on a
3 per pupil basis equivalent to the total number of the ASE
4 in Tier 3-funded and Tier 4-funded Organizational Units
5 divided by the total reduction in State funding. The Base
6 Funding Minimum as reduced shall continue to be applied to
7 Tier 3 and Tier 4 Organizational Units and adjusted by the
8 relative formula when increases in appropriations for this
9 Section resume. In no event may State funding reductions
10 to Organizational Units in Tier 3 or Tier 4 exceed an
11 amount that would be less than the Base Funding Minimum
12 established in the first year of implementation of this
13 Section. If additional reductions are required, all school
14 districts shall receive a reduction by a per pupil amount
15 equal to the aggregate additional appropriation reduction
16 divided by the total ASE of all Organizational Units.

17 (11) The State Superintendent shall make minor
18 adjustments to the distribution formula set forth in this
19 subsection (g) to account for the rounding of percentages
20 to the nearest tenth of a percentage and dollar amounts to
21 the nearest whole dollar.

22 (h) State Superintendent administration of funding and
23 district submission requirements.

24 (1) The State Superintendent shall, in accordance with
25 appropriations made by the General Assembly, meet the
26 funding obligations created under this Section.

1 (2) The State Superintendent shall calculate the
2 Adequacy Target for each Organizational Unit under this
3 Section. No Evidence-Based Funding shall be distributed
4 within an Organizational Unit without the approval of the
5 unit's school board.

6 (3) Annually, the State Superintendent shall calculate
7 and report to each Organizational Unit the unit's
8 aggregate financial adequacy amount, which shall be the
9 sum of the Adequacy Target for each Organizational Unit.
10 The State Superintendent shall calculate and report
11 separately for each Organizational Unit the unit's total
12 State funds allocated for its students with disabilities.
13 The State Superintendent shall calculate and report
14 separately for each Organizational Unit the amount of
15 funding and applicable FTE calculated for each Essential
16 Element of the unit's Adequacy Target.

17 (4) Annually, the State Superintendent shall calculate
18 and report to each Organizational Unit the amount the unit
19 must expend on special education and bilingual education
20 and computer technology and equipment for Organizational
21 Units assigned to Tier 1 or Tier 2 that received an
22 additional \$285.50 per student computer technology and
23 equipment investment grant to their Adequacy Target
24 pursuant to the unit's Base Funding Minimum, Special
25 Education Allocation, Bilingual Education Allocation, and
26 computer technology and equipment investment allocation.

1 (5) Moneys distributed under this Section shall be
2 calculated on a school year basis, but paid on a fiscal
3 year basis, with payments beginning in August and
4 extending through June. Unless otherwise provided, the
5 moneys appropriated for each fiscal year shall be
6 distributed in 22 equal payments at least 2 times monthly
7 to each Organizational Unit. If moneys appropriated for
8 any fiscal year are distributed other than monthly, the
9 distribution shall be on the same basis for each
10 Organizational Unit.

11 (6) Any school district that fails, for any given
12 school year, to maintain school as required by law or to
13 maintain a recognized school is not eligible to receive
14 Evidence-Based Funding. In case of non-recognition of one
15 or more attendance centers in a school district otherwise
16 operating recognized schools, the claim of the district
17 shall be reduced in the proportion that the enrollment in
18 the attendance center or centers bears to the enrollment
19 of the school district. "Recognized school" means any
20 public school that meets the standards for recognition by
21 the State Board. A school district or attendance center
22 not having recognition status at the end of a school term
23 is entitled to receive State aid payments due upon a legal
24 claim that was filed while it was recognized.

25 (7) School district claims filed under this Section
26 are subject to Sections 18-9 and 18-12 of this Code,

1 except as otherwise provided in this Section.

2 (8) Each fiscal year, the State Superintendent shall
3 calculate for each Organizational Unit an amount of its
4 Base Funding Minimum and Evidence-Based Funding that shall
5 be deemed attributable to the provision of special
6 educational facilities and services, as defined in Section
7 14-1.08 of this Code, in a manner that ensures compliance
8 with maintenance of State financial support requirements
9 under the federal Individuals with Disabilities Education
10 Act. An Organizational Unit must use such funds only for
11 the provision of special educational facilities and
12 services, as defined in Section 14-1.08 of this Code, and
13 must comply with any expenditure verification procedures
14 adopted by the State Board.

15 (9) All Organizational Units in this State must submit
16 annual spending plans, as part of the budget submission
17 process, no later than October 31 of each year to the State
18 Board. The spending plan shall describe how each
19 Organizational Unit will utilize the Base Funding Minimum
20 and Evidence-Based Funding it receives from this State
21 under this Section with specific identification of the
22 intended utilization of Low-Income, English learner, and
23 special education resources. Additionally, the annual
24 spending plans of each Organizational Unit shall describe
25 how the Organizational Unit expects to achieve student
26 growth and how the Organizational Unit will achieve State

1 education goals, as defined by the State Board. The State
2 Superintendent may, from time to time, identify additional
3 requisites for Organizational Units to satisfy when
4 compiling the annual spending plans required under this
5 subsection (h). The format and scope of annual spending
6 plans shall be developed by the State Superintendent and
7 the State Board of Education. School districts that serve
8 students under Article 14C of this Code shall continue to
9 submit information as required under Section 14C-12 of
10 this Code.

11 (10) No later than January 1, 2018, the State
12 Superintendent shall develop a 5-year strategic plan for
13 all Organizational Units to help in planning for adequacy
14 funding under this Section. The State Superintendent shall
15 submit the plan to the Governor and the General Assembly,
16 as provided in Section 3.1 of the General Assembly
17 Organization Act. The plan shall include recommendations
18 for:

19 (A) a framework for collaborative, professional,
20 innovative, and 21st century learning environments
21 using the Evidence-Based Funding model;

22 (B) ways to prepare and support this State's
23 educators for successful instructional careers;

24 (C) application and enhancement of the current
25 financial accountability measures, the approved State
26 plan to comply with the federal Every Student Succeeds

1 Act, and the Illinois Balanced Accountability Measures
2 in relation to student growth and elements of the
3 Evidence-Based Funding model; and

4 (D) implementation of an effective school adequacy
5 funding system based on projected and recommended
6 funding levels from the General Assembly.

7 (11) On an annual basis, the State Superintendent must
8 recalibrate all of the following per pupil elements of the
9 Adequacy Target and applied to the formulas, based on the
10 study of average expenses and as reported in the most
11 recent annual financial report:

12 (A) Gifted under subparagraph (M) of paragraph (2)
13 of subsection (b).

14 (B) Instructional materials under subparagraph (O)
15 of paragraph (2) of subsection (b).

16 (C) Assessment under subparagraph (P) of paragraph
17 (2) of subsection (b).

18 (D) Student activities under subparagraph (R) of
19 paragraph (2) of subsection (b).

20 (E) Maintenance and operations under subparagraph
21 (S) of paragraph (2) of subsection (b).

22 (F) Central office under subparagraph (T) of
23 paragraph (2) of subsection (b).

24 (i) Professional Review Panel.

25 (1) A Professional Review Panel is created to study
26 and review topics related to the implementation and effect

1 of Evidence-Based Funding, as assigned by a joint
2 resolution or Public Act of the General Assembly or a
3 motion passed by the State Board of Education. The Panel
4 must provide recommendations to and serve the Governor,
5 the General Assembly, and the State Board. The State
6 Superintendent or his or her designee must serve as a
7 voting member and chairperson of the Panel. The State
8 Superintendent must appoint a vice chairperson from the
9 membership of the Panel. The Panel must advance
10 recommendations based on a three-fifths majority vote of
11 Panel members present and voting. A minority opinion may
12 also accompany any recommendation of the Panel. The Panel
13 shall be appointed by the State Superintendent, except as
14 otherwise provided in paragraph (2) of this subsection (i)
15 and include the following members:

16 (A) Two appointees that represent district
17 superintendents, recommended by a statewide
18 organization that represents district superintendents.

19 (B) Two appointees that represent school boards,
20 recommended by a statewide organization that
21 represents school boards.

22 (C) Two appointees from districts that represent
23 school business officials, recommended by a statewide
24 organization that represents school business
25 officials.

26 (D) Two appointees that represent school

1 principals, recommended by a statewide organization
2 that represents school principals.

3 (E) Two appointees that represent teachers,
4 recommended by a statewide organization that
5 represents teachers.

6 (F) Two appointees that represent teachers,
7 recommended by another statewide organization that
8 represents teachers.

9 (G) Two appointees that represent regional
10 superintendents of schools, recommended by
11 organizations that represent regional superintendents.

12 (H) Two independent experts selected solely by the
13 State Superintendent.

14 (I) Two independent experts recommended by public
15 universities in this State.

16 (J) One member recommended by a statewide
17 organization that represents parents.

18 (K) Two representatives recommended by collective
19 impact organizations that represent major metropolitan
20 areas or geographic areas in Illinois.

21 (L) One member from a statewide organization
22 focused on research-based education policy to support
23 a school system that prepares all students for
24 college, a career, and democratic citizenship.

25 (M) One representative from a school district
26 organized under Article 34 of this Code.

1 The State Superintendent shall ensure that the
2 membership of the Panel includes representatives from
3 school districts and communities reflecting the
4 geographic, socio-economic, racial, and ethnic diversity
5 of this State. The State Superintendent shall additionally
6 ensure that the membership of the Panel includes
7 representatives with expertise in bilingual education and
8 special education. Staff from the State Board shall staff
9 the Panel.

10 (2) In addition to those Panel members appointed by
11 the State Superintendent, 4 members of the General
12 Assembly shall be appointed as follows: one member of the
13 House of Representatives appointed by the Speaker of the
14 House of Representatives, one member of the Senate
15 appointed by the President of the Senate, one member of
16 the House of Representatives appointed by the Minority
17 Leader of the House of Representatives, and one member of
18 the Senate appointed by the Minority Leader of the Senate.
19 There shall be one additional member appointed by the
20 Governor. All members appointed by legislative leaders or
21 the Governor shall be non-voting, ex officio members.

22 (3) The Panel must study topics at the direction of
23 the General Assembly or State Board of Education, as
24 provided under paragraph (1). The Panel may also study the
25 following topics at the direction of the chairperson:

26 (A) The format and scope of annual spending plans

1 referenced in paragraph (9) of subsection (h) of this
2 Section.

3 (B) The Comparable Wage Index under this Section.

4 (C) Maintenance and operations, including capital
5 maintenance and construction costs.

6 (D) "At-risk student" definition.

7 (E) Benefits.

8 (F) Technology.

9 (G) Local Capacity Target.

10 (H) Funding for ~~Alternative Schools,~~ Laboratory
11 Schools and regional offices of education or
12 intermediate service centers that operate an
13 alternative education program, ~~safe schools, and~~
14 ~~alternative learning opportunities programs.~~

15 (I) Funding for college and career acceleration
16 strategies.

17 (J) Special education investments.

18 (K) Early childhood investments, in collaboration
19 with the Illinois Early Learning Council.

20 (4) (Blank).

21 (5) Within 5 years after the implementation of this
22 Section, and every 5 years thereafter, the Panel shall
23 complete an evaluative study of the entire Evidence-Based
24 Funding model, including an assessment of whether or not
25 the formula is achieving State goals. The Panel shall
26 report to the State Board, the General Assembly, and the

1 Governor on the findings of the study.

2 (6) (Blank).

3 (7) To ensure that (i) the Adequacy Target calculation
4 under subsection (b) accurately reflects the needs of
5 students living in poverty or attending schools located in
6 areas of high poverty, (ii) racial equity within the
7 Evidence-Based Funding formula is explicitly explored and
8 advanced, and (iii) the funding goals of the formula
9 distribution system established under this Section are
10 sufficient to provide adequate funding for every student
11 and to fully fund every school in this State, the Panel
12 shall review the Essential Elements under paragraph (2) of
13 subsection (b). The Panel shall consider all of the
14 following in its review:

15 (A) The financial ability of school districts to
16 provide instruction in a foreign language to every
17 student and whether an additional Essential Element
18 should be added to the formula to ensure that every
19 student has access to instruction in a foreign
20 language.

21 (B) The adult-to-student ratio for each Essential
22 Element in which a ratio is identified. The Panel
23 shall consider whether the ratio accurately reflects
24 the staffing needed to support students living in
25 poverty or who have traumatic backgrounds.

26 (C) Changes to the Essential Elements that may be

1 required to better promote racial equity and eliminate
2 structural racism within schools.

3 (D) The impact of investing \$350,000,000 in
4 additional funds each year under this Section and an
5 estimate of when the school system will become fully
6 funded under this level of appropriation.

7 (E) Provide an overview of alternative funding
8 structures that would enable the State to become fully
9 funded at an earlier date.

10 (F) The potential to increase efficiency and to
11 find cost savings within the school system to expedite
12 the journey to a fully funded system.

13 (G) The appropriate levels for reenrolling and
14 graduating high-risk high school students who have
15 been previously out of school. These outcomes shall
16 include enrollment, attendance, skill gains, credit
17 gains, graduation or promotion to the next grade
18 level, and the transition to college, training, or
19 employment, with an emphasis on progressively
20 increasing the overall attendance.

21 (H) The evidence-based or research-based practices
22 that are shown to reduce the gaps and disparities
23 experienced by African American students in academic
24 achievement and educational performance, including
25 practices that have been shown to reduce disparities
26 in disciplinary rates, drop-out rates, graduation

1 rates, college matriculation rates, and college
2 completion rates.

3 On or before December 31, 2021, the Panel shall report
4 to the State Board, the General Assembly, and the Governor
5 on the findings of its review. This paragraph (7) is
6 inoperative on and after July 1, 2022.

7 (8) On or before April 1, 2024, the Panel must submit a
8 report to the General Assembly on annual adjustments to
9 Glenwood Academy's base-funding minimum in a similar
10 fashion to school districts under this Section.

11 (j) References. Beginning July 1, 2017, references in
12 other laws to general State aid funds or calculations under
13 Section 18-8.05 of this Code (now repealed) shall be deemed to
14 be references to evidence-based model formula funds or
15 calculations under this Section.

16 (Source: P.A. 102-33, eff. 6-25-21; 102-197, eff. 7-30-21;
17 102-558, eff. 8-20-21; 102-699, eff. 4-19-22; 102-782, eff.
18 1-1-23; 102-813, eff. 5-13-22; 102-894, eff. 5-20-22; 103-8,
19 eff. 6-7-23; 103-154, eff. 6-30-23; 103-175, eff. 6-30-23;
20 revised 8-30-23.)

21 (105 ILCS 5/21B-45)

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

23 (a) Individuals holding a Professional Educator License
24 are required to complete the licensure renewal requirements as
25 specified in this Section, unless otherwise provided in this

1 Code.

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

9 (b) All Professional Educator Licenses not renewed as
10 provided in this Section shall lapse on September 1 of that
11 year. Notwithstanding any other provisions of this Section, if
12 a license holder's electronic mail address is available, the
13 State Board of Education shall send him or her notification
14 electronically that his or her license will lapse if not
15 renewed, to be sent no more than 6 months prior to the license
16 lapsing. Lapsed licenses may be immediately reinstated upon
17 (i) payment to the State Board of Education by the applicant of
18 a \$50 penalty or (ii) the demonstration of proficiency by
19 completing 9 semester hours of coursework from a regionally
20 accredited institution of higher education in the content area
21 that most aligns with one or more of the educator's
22 endorsement areas. Any and all back fees, including without
23 limitation registration fees owed from the time of expiration
24 of the license until the date of reinstatement, shall be paid
25 and kept in accordance with the provisions in Article 3 of this
26 Code concerning an institute fund and the provisions in

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

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

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

25 (d) Beginning July 1, 2014, in order to satisfy the
26 requirements for licensure renewal provided for in this

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

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

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

19 (2) professional development aligns to the licensee's
20 performance;

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

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

24 (5) higher education coursework.

25 (e) For each renewal cycle, each professional educator
26 licensee shall engage in professional development activities.

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

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

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

19 (3) Any licensee with an administrative endorsement
20 who is working in a position requiring such endorsement or
21 an individual with a Teacher Leader endorsement serving in
22 an administrative capacity at least 50% of the day shall
23 complete one Illinois Administrators' Academy course, as
24 described in Article 2 of this Code, each fiscal year in
25 addition to 100 hours of professional development per
26 5-year renewal cycle in accordance with this Code.

1 However, for the 2021-2022 school year only, a licensee
2 under this paragraph (3) is not required to complete an
3 Illinois Administrators' Academy course.

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

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

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

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

21 (7) For any renewal cycle in which professional
22 development hours were required, but not fulfilled, the
23 licensee shall complete any missed hours to total the
24 minimum professional development hours required in this
25 Section prior to September 1 of that year. Professional
26 development hours used to fulfill the minimum required

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

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

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

24 (10) Individuals who hold exempt licenses prior to
25 December 27, 2013 (the effective date of Public Act
26 98-610) shall commence the annual renewal process with the

1 first scheduled registration due after December 27, 2013
2 (the effective date of Public Act 98-610).

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

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

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

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

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

4 (1) The State Board of Education.

5 (2) Regional offices of education and intermediate
6 service centers.

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

10 (A) school administrators;

11 (B) principals;

12 (C) school business officials;

13 (D) teachers, including special education
14 teachers;

15 (E) school boards;

16 (F) school districts;

17 (G) parents; and

18 (H) school service personnel.

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

23 (5) Illinois public school districts, charter schools
24 authorized under Article 27A of this Code, and joint
25 educational programs authorized under Article 10 of this
26 Code for the purposes of providing career and technical

1 education or special education services.

2 (6) A not-for-profit organization that, as of December
3 31, 2014 (the effective date of Public Act 98-1147), has
4 had or has a grant from or a contract with the State Board
5 of Education to provide professional development services
6 in the area of English Learning to Illinois school
7 districts, teachers, or administrators.

8 (7) State agencies, State boards, and State
9 commissions.

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

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

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

18 (2) improve the learning of students;

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

21 (4) deepen educator's content knowledge;

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

25 (6) prepare educators to appropriately use various
26 types of classroom assessments;

1 (7) use learning strategies appropriate to the
2 intended goals;

3 (8) provide educators with the knowledge and skills to
4 collaborate;

5 (9) prepare educators to apply research to decision
6 making;

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

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

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

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

23 (2) meet the professional development criteria for
24 Illinois licensure renewal;

25 (3) produce a rationale for the activity that explains
26 how it aligns to State standards and identify the

1 assessment for determining the expected impact on student
2 learning or school improvement;

3 (4) maintain original documentation for completion of
4 activities;

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

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

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

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

23 (1) (Blank).

24 (2) Approved providers shall comply with the
25 requirements in subsections (h) and (i) of this Section by
26 annually submitting data to the State Board of Education

1 demonstrating how the professional development activities
2 impacted one or more of the following:

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

5 (B) educator and student social and emotional
6 growth; or

7 (C) alignment to district or school improvement
8 plans.

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

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

23 (l) Any professional educator licensee endorsed for school
24 support personnel who is employed and performing services in
25 Illinois public schools and who holds an active and current
26 professional license issued by the Department of Financial and

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

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

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

23 (2) The State Educator Preparation and Licensure Board
24 shall review each appeal regarding renewal of a license
25 within 90 days after receiving the appeal in order to
26 determine whether the licensee has met the requirements of

1 this Section. The State Educator Preparation and Licensure
2 Board may hold an appeal hearing or may make its
3 determination based upon the record of review, which shall
4 consist of the following:

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

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

11 (C) the State Superintendent's rationale for
12 nonrenewal of the license.

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

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

23 (Source: P.A. 102-676, eff. 12-3-21; 102-710, eff. 4-27-22;
24 102-730, eff. 5-6-22; 102-852, eff. 5-13-22; 103-154, eff.
25 6-30-23.)

1 (105 ILCS 5/21B-50)

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

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

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

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

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

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

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

9 (3) (Blank).

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

1 coordinator or no Professional Educator License shall be
2 issued.

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

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

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

22 (2) (Blank).

23 (3) Has completed a major in the content area if
24 seeking a middle or secondary level endorsement or, if
25 seeking an early childhood, elementary, or special
26 education endorsement, has completed a major in the

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

7 (4) Has successfully completed phase (1) of subsection
8 (b) of this Section.

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

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

22 (d) The recognized institution offering the Alternative
23 Educator Licensure Program for Teachers must partner with a
24 school district, including without limitation a preschool
25 educational program under Section 2-3.71 of this Code or
26 charter school, or a State-recognized, nonpublic school in

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

26 (e) Upon completion of phases under paragraphs (1), (2),

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

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

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

10 (105 ILCS 5/26-2) (from Ch. 122, par. 26-2)

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

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

19 (b) A school district shall deny reenrollment in its
20 secondary schools to any child 19 years of age or above who has
21 dropped out of school and who could not, because of age and
22 lack of credits, attend classes during the normal school year
23 and graduate before his or her twenty-first birthday. A
24 district may, however, enroll the child in a graduation
25 incentives program under Section 26-16 of this Code or an

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

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

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

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

23 (3) The student's parent or guardian is provided with
24 the right to appeal the notice, as determined by the State
25 Board of Education in accordance with due process.

26 (4) The student is provided with attendance

1 remediation services, including without limitation
2 assessment, counseling, and support services.

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

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

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

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

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

24 (Source: P.A. 102-981, eff. 1-1-23; 102-1100, eff. 1-1-23;
25 103-154, eff. 6-30-23.)

1 (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

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

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

12 (105 ILCS 5/34-8.05)

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

25 The general superintendent or the general superintendent's

1 designee shall report any written, electronic, or verbal
2 report of a verified incident involving a firearm to the State
3 Board of Education through existing school incident reporting
4 systems as they occur during the year by no later than July 31
5 for the previous school year. The State Board of Education
6 shall report the data and make it available to the public via
7 its website. The local law enforcement authority shall, by
8 March 1 of each year, report the required data from the
9 previous year to the Illinois State Police's Illinois Uniform
10 Crime Reporting Program, which shall be included in its annual
11 Crime in Illinois report.

12 ~~The State Board of Education shall receive an annual~~
13 ~~statistical compilation and related data associated with~~
14 ~~incidents involving firearms in schools from the Illinois~~
15 ~~State Police.~~ As used in this Section, the term "firearm"
16 shall have the meaning ascribed to it in Section 1.1 of the
17 Firearm Owners Identification Card Act.

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

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

21 (105 ILCS 128/45)

22 Sec. 45. Threat assessment procedure.

23 (a) Each school district must implement a threat
24 assessment procedure that may be part of a school board policy

1 on targeted school violence prevention. The procedure must
2 include the creation of a threat assessment team. The team
3 must include at least one law enforcement official and
4 cross-disciplinary representatives of the district who are
5 most directly familiar with the mental and behavioral health
6 needs of students and staff. Such cross-disciplinary
7 representatives may include ~~all of~~ the following members:

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

11 (2) A teacher employed by the school district or a
12 special education cooperative that serves the school
13 district and is available to serve.

14 (3) A school counselor employed by the school district
15 or a special education cooperative that serves the school
16 district and is available to serve.

17 (4) A school psychologist employed by the school
18 district or a special education cooperative that serves
19 the school district and is available to serve.

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

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

24 If a school district is unable to establish a threat
25 assessment team with school district staff and resources, it
26 may utilize a regional behavioral threat assessment and

1 intervention team that includes mental health professionals
2 and representatives from the State, county, and local law
3 enforcement agencies.

4 (b) A school district shall establish the threat
5 assessment team under this Section no later than 180 days
6 after August 23, 2019 (the effective date of Public Act
7 101-455) and must implement an initial threat assessment
8 procedure no later than 120 days after August 23, 2019 (the
9 effective date of Public Act 101-455). Each year prior to the
10 start of the school year, the school board shall file the
11 threat assessment procedure and a list identifying the members
12 of the school district's threat assessment team or regional
13 behavior threat assessment and intervention team with (i) a
14 local law enforcement agency and (ii) the regional office of
15 education or, with respect to a school district organized
16 under Article 34 of the School Code, the State Board of
17 Education.

18 (b-5) A charter school operating under a charter issued by
19 a local board of education may adhere to the local board's
20 threat assessment procedure or may implement its own threat
21 assessment procedure in full compliance with the requirements
22 of this Section. The charter agreement shall specify in detail
23 how threat assessment procedures will be determined for the
24 charter school.

25 (b-10) A special education cooperative operating under a
26 joint agreement must implement its own threat assessment

1 procedure in full compliance with the requirements of this
2 Section, including the creation of a threat assessment team,
3 which may consist of individuals employed by the member
4 districts. The procedure must include actions the special
5 education cooperative will take in partnership with its member
6 districts to address a threat.

7 (c) Any sharing of student information under this Section
8 must comply with the federal Family Educational Rights and
9 Privacy Act of 1974 and the Illinois School Student Records
10 Act.

11 (d) (Blank).

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

14 (105 ILCS 128/50)

15 Sec. 50. Crisis response mapping data grants.

16 (a) Subject to appropriation, a public school district, a
17 charter school, a special education cooperative or district,
18 an education for employment system, a State-approved area
19 career center, a public university laboratory school, the
20 Illinois Mathematics and Science Academy, the Department of
21 Juvenile Justice School District, a regional office of
22 education, the Illinois School for the Deaf, the Illinois
23 School for the Visually Impaired, the Philip J. Rock Center
24 and School, an early childhood or preschool program supported
25 by the Early Childhood Block Grant, or any other public school

1 entity designated by the State Board of Education by rule, may
2 apply to the State Board of Education ~~or the State Board of~~
3 ~~Education~~ or the State Board's designee for a grant to obtain
4 crisis response mapping data and to provide copies of the
5 crisis response mapping data to appropriate local, county,
6 State, and federal first responders for use in response to
7 emergencies. The crisis response mapping data shall be stored
8 and provided in an electronic or digital format to assist
9 first responders in responding to emergencies at the school.

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

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

25 (1) be compatible and integrate into security software
26 platforms in use by the specific school for which the data

1 is provided without requiring local law enforcement
2 agencies or the school district to purchase additional
3 software or requiring the integration of third-party
4 software to view the data;

5 (2) be compatible with security software platforms in
6 use by the specific school for which the data is provided
7 without requiring local public safety agencies or the
8 school district to purchase additional software or
9 requiring the integration of third-party software to view
10 the data;

11 (3) be capable of being provided in a printable
12 format;

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

15 (5) be oriented to true north;

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

18 (7) contain site-specific labeling that matches the
19 structure of the school building, including room labels,
20 hallway names, and external door or stairwell numbers and
21 the location of hazards, critical utilities, key boxes,
22 automated external defibrillators, and trauma kits, and
23 that matches the school grounds, including parking areas,
24 athletic fields, surrounding roads, and neighboring
25 properties; and

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

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

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

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

8 (Source: P.A. 103-8, eff. 6-7-23; revised 1-20-24.)

9 Section 15. The Vocational Education Act is amended by
10 changing Section 2.1 as follows:

11 (105 ILCS 435/2.1) (from Ch. 122, par. 697.1)

12 Sec. 2.1. Gender Equity Advisory Committee.

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

21 (b) Membership shall include, without limitation, one
22 regional career and technical education system director with
23 experience in gender equity ~~coordinator~~, 2 State Board of
24 Education employees, an appointee of the Director of Labor,

1 and 5 citizen appointees who have expertise in one or more of
2 the following areas: nontraditional training and placement;~~i~~
3 service delivery to single parents;~~i~~ service delivery to
4 displaced homemakers;~~i~~ service delivery to female, male, and
5 nonbinary teens;~~i~~ service delivery to students of color;
6 service delivery to members of special populations, including,
7 but not limited to, individuals from economically
8 disadvantaged families, English learners, individuals with
9 disabilities, individuals who are out of the workforce,
10 individuals experiencing homelessness, migrants, individuals
11 in foster care, and military students; business and industry
12 experience;~~i~~ and career and technical education
13 ~~Education-to-Careers~~ experience. Membership also may include
14 employees from the Department of Commerce and Economic
15 Opportunity, the Department of Human Services, and the
16 Illinois Community College Board who have expertise in one or
17 more of the areas listed in this subsection (b) for the citizen
18 appointees. Appointments shall be made taking into
19 consideration expertise of services provided in secondary,
20 postsecondary, and community-based ~~community based~~ programs.

21 (c) Members shall initially be appointed to one-year ~~one~~
22 ~~year~~ terms commencing in January 1, 1990~~7~~ and thereafter,
23 until January 1, 2025, to 2-year ~~two-year~~ terms commencing on
24 January 1 of each odd numbered year. Beginning on January 1,
25 2025, members shall be appointed as follows. The career and
26 technical education system director appointee, one State Board

1 of Education appointee, the appointee of the Director of
2 Labor, and 2 citizen appointees, as determined by the State
3 Superintendent of Education, shall initially be appointed to
4 3-year terms and thereafter to 2-year terms; the remaining
5 members of the committee shall initially and thereafter be
6 appointed to 2-year terms; and all terms shall commence on
7 January 1.

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

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

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

25 (f) On and after December 31, 2023, subsection (e) is
26 inoperative.

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

2 Section 95. No acceleration or delay. Where this Act makes
3 changes in a statute that is represented in this Act by text
4 that is not yet or no longer in effect (for example, a Section
5 represented by multiple versions), the use of that text does
6 not accelerate or delay the taking effect of (i) the changes
7 made by this Act or (ii) provisions derived from any other
8 Public Act.

9 Section 99. Effective date. This Act takes effect upon
10 becoming law."