



Sen. William Delgado

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LRB099 07029 NHT 35135 a

1 AMENDMENT TO HOUSE BILL 2683

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 2683 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Sections  
5 2-3.25a, 2-3.25c, 2-3.25d, 2-3.25e-5, 2-3.25f, 2-3.136, 7-8,  
6 10-17a, 10-29, 11E-120, and 21B-70 and by adding Section  
7 2-3.25d-5 as follows:

8 (105 ILCS 5/2-3.25a) (from Ch. 122, par. 2-3.25a)  
9 Sec. 2-3.25a. "School district" defined; additional  
10 standards.

11 (a) For the purposes of this Section and Sections 3.25b,  
12 3.25c, 3.25d, 3.25e, and 3.25f of this Code, "school district"  
13 includes other public entities responsible for administering  
14 public schools, such as cooperatives, joint agreements,  
15 charter schools, special charter districts, regional offices  
16 of education, local agencies, and the Department of Human

1 Services.

2 (b) In addition to the standards established pursuant to  
3 Section 2-3.25, the State Board of Education shall develop  
4 recognition standards for student performance and school  
5 improvement for all in all public schools operated by school  
6 districts and their individual schools, which must be an  
7 outcomes-based, balanced accountability measure. ~~The~~  
8 ~~indicators to determine adequate yearly progress shall be~~  
9 ~~limited to the State assessment of student performance in~~  
10 ~~reading and mathematics, student attendance rates at the~~  
11 ~~elementary school level, graduation rates at the high school~~  
12 ~~level, and participation rates on student assessments. The~~  
13 ~~standards shall be designed to permit the measurement of~~  
14 ~~student performance and school improvement by schools and~~  
15 ~~school districts compared to student performance and school~~  
16 ~~improvement for the preceding academic years.~~

17 Subject to the availability of federal, State, public, or  
18 private funds, the balanced accountability measure must be  
19 designed to focus on 2 components, student performance and  
20 professional practice. The student performance component shall  
21 count for 30% of the total balanced accountability measure, and  
22 the professional practice component shall count for 70% of the  
23 total balanced accountability measure. The student performance  
24 component shall focus on student outcomes and closing the  
25 achievement gaps within each school district and its individual  
26 schools using a Multiple Measure Index and Annual Measurable

1 Objectives, as set forth in Section 2-3.25d of this Code. The  
2 professional practice component shall focus on the degree to  
3 which a school district, as well as its individual schools, is  
4 implementing evidence-based, best professional practices and  
5 exhibiting continued improvement. Beginning with the 2015-2016  
6 school year, the balanced accountability measure shall consist  
7 of only the student performance component, which shall account  
8 for 100% of the total balanced accountability measure. From the  
9 2016-2017 school year through the 2021-2022 school year, the  
10 State Board of Education and a Balanced Accountability Measure  
11 Committee shall identify a number of school districts per the  
12 designated school years to begin implementing the balanced  
13 accountability measure, which includes both the student  
14 performance and professional practice components. By the  
15 2021-2022 school year, all school districts must be  
16 implementing the balanced accountability measure, which  
17 includes both components. The Balanced Accountability Measure  
18 Committee shall consist of the following individuals: a  
19 representative of a statewide association representing  
20 regional superintendents of schools, a representative of a  
21 statewide association representing principals, a  
22 representative of an association representing principals in a  
23 city having a population exceeding 500,000, a representative of  
24 a statewide association representing school administrators, a  
25 representative of a statewide professional teachers'  
26 organization, a representative of a different statewide

1 professional teachers' organization, an additional  
2 representative from either statewide professional teachers'  
3 organization, a representative of a professional teachers'  
4 organization in a city having a population exceeding 500,000, a  
5 representative of a statewide association representing school  
6 boards, and a representative of a school district organized  
7 under Article 34 of this Code. The head of each association or  
8 entity listed in this paragraph shall appoint its respective  
9 representative. The State Superintendent of Education, in  
10 consultation with the Committee, may appoint no more than 2  
11 additional individuals to the Committee, which individuals  
12 shall serve in an advisory role and must not have voting or  
13 other decision-making rights. The Committee is abolished on  
14 June 1, 2022.

15 Using a Multiple Measure Index consistent with subsection  
16 (a) of Section 2-3.25d of this Code, the student performance  
17 component shall consist of the following subcategories, each of  
18 which must be valued at 10%:

19 (1) achievement status;

20 (2) achievement growth; and

21 (3) Annual Measurable Objectives, as set forth in

22 subsection (b) of Section 2-3.25d of this Code.

23 Achievement status shall measure and assess college and career  
24 readiness, as well as the graduation rate. Achievement growth  
25 shall measure the school district's and its individual schools'  
26 student growth via this State's growth value tables. Annual

1 Measurable Objectives shall measure the degree to which school  
2 districts, as well as their individual schools, are closing  
3 their achievement gaps among their student population and  
4 subgroups.

5 The professional practice component shall consist of the  
6 following subcategories:

7 (A) compliance;

8 (B) evidence-based best practices; and

9 (C) contextual improvement.

10 Compliance, which shall count for 10%, shall measure the degree  
11 to which a school district and its individual schools meet the  
12 current State compliance requirements. Evidence-based best  
13 practices, which shall count for 30%, shall measure the degree  
14 to which school districts and their individual schools are  
15 adhering to a set of evidence-based quality standards and best  
16 practice for effective schools that include (i) continuous  
17 improvement, (ii) culture and climate, (iii) shared  
18 leadership, (iv) governance, (v) education and employee  
19 quality, (vi) family and community connections, and (vii)  
20 student and learning development and are further developed in  
21 consultation with the State Board of Education and the Balanced  
22 Accountability Measure Committee set forth in this subsection  
23 (b). Contextual improvement, which shall count for 30%, shall  
24 provide school districts and their individual schools the  
25 opportunity to demonstrate improved outcomes through local  
26 data, including without limitation school climate, unique

1 characteristics, and barriers that impact the educational  
2 environment and hinder the development and implementation of  
3 action plans to address areas of school district and individual  
4 school improvement. Each school district, in good faith  
5 cooperation with its teachers or, where applicable, the  
6 exclusive bargaining representatives of its teachers, shall  
7 develop 2 measurable objectives to demonstrate contextual  
8 improvement, each of which must be equally weighted. Each  
9 school district shall begin such good faith cooperative  
10 development of these objectives no later than 6 months prior to  
11 the beginning of the school year in which the school district  
12 is to implement the professional practice component of the  
13 balanced accountability measure. The professional practice  
14 component must be scored using trained peer review teams that  
15 observe and verify school district practices using an  
16 evidence-based framework.

17 The balanced accountability measure shall combine the  
18 student performance and professional practice components into  
19 one summative score based on 100 points at the school district  
20 and individual-school level. A school district shall be  
21 designated as "Exceeds Standards - Exemplar" if the overall  
22 score is 100 to 90, "Meets Standards - Proficient" if the  
23 overall score is 89 to 75, "Approaching Standards - Needs  
24 Improvement" if the overall score is 74 to 60, and "Below  
25 Standards - Unsatisfactory" if the overall score is 59 to 0.  
26 The balanced accountability measure shall also detail both

1 incentives that reward school districts for continued improved  
2 performance, as provided in Section 2-3.25c of this Code, and  
3 consequences for school districts that fail to provide evidence  
4 of continued improved performance, which may include  
5 presentation of a barrier analysis, additional school board and  
6 administrator training, or additional State assistance. Based  
7 on its summative score, a school district may be exempt from  
8 the balanced accountability measure for one or more school  
9 years. The State Board of Education, in collaboration with the  
10 Balanced Accountability Measure Committee set forth in this  
11 subsection (b), shall adopt rules that further implementation  
12 in accordance with the requirements of this Section.

13 (Source: P.A. 96-734, eff. 8-25-09.)

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

15 Sec. 2-3.25c. Rewards ~~and acknowledgements~~. The State  
16 Board of Education shall implement a system of rewards for  
17 school districts, and the schools themselves, through a process  
18 that recognizes (i) high-poverty, high-performing schools that  
19 are closing achievement gaps and excelling in academic  
20 achievement; (ii) schools that have sustained high  
21 performance; (iii) schools that have substantial growth  
22 performance over the 3 years immediately preceding the year in  
23 which recognition is awarded; and (iv) schools that have  
24 demonstrated the most progress, in comparison to schools  
25 statewide, in closing the achievement gap among various

1 subgroups of students in the 3 years immediately preceding the  
2 year in which recognition is awarded ~~whose students and schools~~  
3 ~~consistently meet adequate yearly progress criteria for 2 or~~  
4 ~~more consecutive years and a system to acknowledge schools and~~  
5 ~~districts that meet adequate yearly progress criteria in a~~  
6 ~~given year as specified in Section 2-3.25d of this Code.~~

7 ~~If a school or school district meets adequate yearly~~  
8 ~~progress criteria for 2 consecutive school years, that school~~  
9 ~~or district shall be exempt from review and approval of its~~  
10 ~~improvement plan for the next 2 succeeding school years.~~

11 (Source: P.A. 93-470, eff. 8-8-03.)

12 (105 ILCS 5/2-3.25d) (from Ch. 122, par. 2-3.25d)

13 Sec. 2-3.25d. Multiple Measure Index and Annual Measurable  
14 Objectives ~~Academic early warning and watch status.~~

15 (a) Consistent with subsection (b) of Section 2-3.25a of  
16 this Code, the State Board of Education shall establish a  
17 Multiple Measure Index and Annual Measurable Objectives for  
18 each public school in this State that address the school's  
19 overall performance in terms of both academic success and  
20 equity. At a minimum, "academic success" shall include measures  
21 of college and career readiness, growth, and the graduation  
22 rate. At a minimum, "equity" shall include both the academic  
23 growth and college and career readiness of each school's  
24 subgroups of students. ~~Beginning with the 2005-2006 school~~  
25 ~~year, unless the federal government formally disapproves of~~



1 ~~such policy through the submission and review process for the~~  
2 ~~Illinois Accountability Workbook, those schools that do not~~  
3 ~~meet adequate yearly progress criteria for 2 consecutive annual~~  
4 ~~calculations in the same subject or in their participation~~  
5 ~~rate, attendance rate, or graduation rate shall be placed on~~  
6 ~~academic early warning status for the next school year. Schools~~  
7 ~~on academic early warning status that do not meet adequate~~  
8 ~~yearly progress criteria for a third annual calculation in the~~  
9 ~~same subject or in their participation rate, attendance rate,~~  
10 ~~or graduation rate shall remain on academic early warning~~  
11 ~~status. Schools on academic early warning status that do not~~  
12 ~~meet adequate yearly progress criteria for a fourth annual~~  
13 ~~calculation in the same subject or in their participation rate,~~  
14 ~~attendance rate, or graduation rate shall be placed on initial~~  
15 ~~academic watch status. Schools on academic watch status that do~~  
16 ~~not meet adequate yearly progress criteria for a fifth or~~  
17 ~~subsequent annual calculation in the same subject or in their~~  
18 ~~participation rate, attendance rate, or graduation rate shall~~  
19 ~~remain on academic watch status. Schools on academic early~~  
20 ~~warning or academic watch status that meet adequate yearly~~  
21 ~~progress criteria for 2 consecutive calculations shall be~~  
22 ~~considered as having met expectations and shall be removed from~~  
23 ~~any status designation.~~

24 ~~The school district of a school placed on either academic~~  
25 ~~early warning status or academic watch status may appeal the~~  
26 ~~status to the State Board of Education in accordance with~~

1 ~~Section 2-3.25m of this Code.~~

2 ~~A school district that has one or more schools on academic~~  
3 ~~early warning or academic watch status shall prepare a revised~~  
4 ~~School Improvement Plan or amendments thereto setting forth the~~  
5 ~~district's expectations for removing each school from academic~~  
6 ~~early warning or academic watch status and for improving~~  
7 ~~student performance in the affected school or schools.~~  
8 ~~Districts operating under Article 34 of this Code may prepare~~  
9 ~~the School Improvement Plan required under Section 34-2.4 of~~  
10 ~~this Code.~~

11 ~~The revised School Improvement Plan for a school that is~~  
12 ~~initially placed on academic early warning status or that~~  
13 ~~remains on academic early warning status after a third annual~~  
14 ~~calculation must be approved by the school board (and by the~~  
15 ~~school's local school council in a district operating under~~  
16 ~~Article 34 of this Code, unless the school is on probation~~  
17 ~~pursuant to subsection (c) of Section 34-8.3 of this Code).~~

18 ~~The revised School Improvement Plan for a school that is~~  
19 ~~initially placed on academic watch status after a fourth annual~~  
20 ~~calculation must be approved by the school board (and by the~~  
21 ~~school's local school council in a district operating under~~  
22 ~~Article 34 of this Code, unless the school is on probation~~  
23 ~~pursuant to subsection (c) of Section 34-8.3 of this Code).~~

24 ~~The revised School Improvement Plan for a school that~~  
25 ~~remains on academic watch status after a fifth annual~~  
26 ~~calculation must be approved by the school board (and by the~~

1 ~~school's local school council in a district operating under~~  
2 ~~Article 34 of this Code, unless the school is on probation~~  
3 ~~pursuant to subsection (c) of Section 34-8.3 of this Code). In~~  
4 ~~addition, the district must develop a school restructuring plan~~  
5 ~~for the school that must be approved by the school board (and~~  
6 ~~by the school's local school council in a district operating~~  
7 ~~under Article 34 of this Code).~~

8 ~~A school on academic watch status that does not meet~~  
9 ~~adequate yearly progress criteria for a sixth annual~~  
10 ~~calculation shall implement its approved school restructuring~~  
11 ~~plan beginning with the next school year, subject to the State~~  
12 ~~interventions specified in Sections 2-3.25f and 2-3.25f-5 of~~  
13 ~~this Code.~~

14 (b) Beginning in 2015, all schools shall receive Annual  
15 Measurable Objectives that will provide annual targets for  
16 progress of each school's Multiple Measure Index. Each element  
17 of the Multiple Measure Index shall have an Annual Measurable  
18 Objective. ~~Beginning with the 2005-2006 school year, unless the~~  
19 ~~federal government formally disapproves of such policy through~~  
20 ~~the submission and review process for the Illinois~~  
21 ~~Accountability Workbook, those school districts that do not~~  
22 ~~meet adequate yearly progress criteria for 2 consecutive annual~~  
23 ~~calculations in the same subject or in their participation~~  
24 ~~rate, attendance rate, or graduation rate shall be placed on~~  
25 ~~academic early warning status for the next school year.~~  
26 ~~Districts on academic early warning status that do not meet~~

1 ~~adequate yearly progress criteria for a third annual~~  
2 ~~calculation in the same subject or in their participation rate,~~  
3 ~~attendance rate, or graduation rate shall remain on academic~~  
4 ~~early warning status. Districts on academic early warning~~  
5 ~~status that do not meet adequate yearly progress criteria for a~~  
6 ~~fourth annual calculation in the same subject or in their~~  
7 ~~participation rate, attendance rate, or graduation rate shall~~  
8 ~~be placed on initial academic watch status. Districts on~~  
9 ~~academic watch status that do not meet adequate yearly progress~~  
10 ~~criteria for a fifth or subsequent annual calculation in the~~  
11 ~~same subject or in their participation rate, attendance rate,~~  
12 ~~or graduation rate shall remain on academic watch status.~~  
13 ~~Districts on academic early warning or academic watch status~~  
14 ~~that meet adequate yearly progress criteria for one annual~~  
15 ~~calculation shall be considered as having met expectations and~~  
16 ~~shall be removed from any status designation.~~

17 ~~A district placed on either academic early warning status~~  
18 ~~or academic watch status may appeal the status to the State~~  
19 ~~Board of Education in accordance with Section 2-3.25m of this~~  
20 ~~Code.~~

21 ~~Districts on academic early warning or academic watch~~  
22 ~~status shall prepare a District Improvement Plan or amendments~~  
23 ~~thereto setting forth the district's expectations for removing~~  
24 ~~the district from academic early warning or academic watch~~  
25 ~~status and for improving student performance in the district.~~

26 ~~All District Improvement Plans must be approved by the~~

1 ~~school board.~~

2       (c) ~~All revised School and District Improvement Plans shall~~  
3 ~~be developed in collaboration with parents, staff in the~~  
4 ~~affected school or school district, and outside experts. All~~  
5 ~~revised School and District Improvement Plans shall be~~  
6 ~~developed, submitted, and monitored pursuant to rules adopted~~  
7 ~~by the State Board of Education. The revised Improvement Plan~~  
8 ~~shall address measurable outcomes for improving student~~  
9 ~~performance so that such performance meets adequate yearly~~  
10 ~~progress criteria as specified by the State Board of Education.~~  
11 ~~All school districts required to revise a School Improvement~~  
12 ~~Plan in accordance with this Section shall establish a peer~~  
13 ~~review process for the evaluation of School Improvement Plans.~~

14 ~~(d)~~ All federal requirements apply to schools and school  
15 districts utilizing federal funds under Title I, Part A of the  
16 federal Elementary and Secondary Education Act of 1965.

17       (c) ~~The State Board of Education, from any moneys it may~~  
18 ~~have available for this purpose, must implement and administer~~  
19 ~~a grant program that provides 2 year grants to school districts~~  
20 ~~on the academic watch list and other school districts that have~~  
21 ~~the lowest achieving students, as determined by the State Board~~  
22 ~~of Education, to be used to improve student achievement. In~~  
23 ~~order to receive a grant under this program, a school district~~  
24 ~~must establish an accountability program. The accountability~~  
25 ~~program must involve the use of statewide testing standards and~~  
26 ~~local evaluation measures. A grant shall be automatically~~

1 ~~renewed when achievement goals are met. The Board may adopt any~~  
2 ~~rules necessary to implement and administer this grant program.~~

3 (Source: P.A. 98-1155, eff. 1-9-15.)

4 (105 ILCS 5/2-3.25d-5 new)

5 Sec. 2-3.25d-5. Priority and focus districts.

6 (a) Beginning in 2015, school districts designated as  
7 priority districts shall be those that have one or more  
8 priority schools. "Priority school" is defined as:

9 (1) a school that is among the lowest performing 5% of  
10 schools in this State based on a 3-year average, with  
11 respect to the performance of the "all students" group for  
12 the percentage of students deemed proficient in  
13 English/language arts and mathematics combined, and  
14 demonstrates a lack of progress as defined by the State  
15 Board of Education;

16 (2) a beginning secondary school that has an average  
17 graduation rate of less than 60% over the last 3 school  
18 years; or

19 (3) a school receiving a school improvement grant under  
20 Section 1003(g) of the federal Elementary and Secondary  
21 Education Act of 1965.

22 The State Board of Education shall work with a priority  
23 district to perform a district needs assessment to determine  
24 the district's core functions that are areas of strength and  
25 weakness, unless the district is already undergoing a national

1 accreditation process. The results from the district needs  
2 assessment shall be used by the district to identify goals and  
3 objectives for the district's improvement. The district needs  
4 assessment shall include a study of district functions, such as  
5 district finance, governance, student engagement, instruction  
6 practices, climate, community involvement, and continuous  
7 improvement.

8 (b) Beginning in 2015, districts designated as focus  
9 districts shall be those that have one or more focus schools.  
10 "Focus school" means a school that is contributing to the  
11 achievement gaps in this State and is defined as:

12 (1) a school that has one or more subgroups in which  
13 the average student performance is at or below the State  
14 average for the lowest 10% of student performance in that  
15 subgroup; or

16 (2) a school with an average graduation rate of less  
17 than 60% and not identified for priority.

18 (105 ILCS 5/2-3.25e-5)

19 Sec. 2-3.25e-5. Two years as priority school ~~on academic~~  
20 ~~watch status~~; full-year school plan.

21 (a) In this Section, "school" means any of the following  
22 named public schools or their successor name:

23 (1) Dirksen Middle School in Dolton School District  
24 149.

25 (2) Diekman Elementary School in Dolton School

1 District 149.

2 (3) Caroline Sibley Elementary School in Dolton School  
3 District 149.

4 (4) Berger-Vandenberg Elementary School in Dolton  
5 School District 149.

6 (5) Carol Moseley Braun School in Dolton School  
7 District 149.

8 (6) New Beginnings Learning Academy in Dolton School  
9 District 149.

10 (7) McKinley Junior High School in South Holland School  
11 District 150.

12 (8) Greenwood Elementary School in South Holland  
13 School District 150.

14 (9) McKinley Elementary School in South Holland School  
15 District 150.

16 (10) Eisenhower School in South Holland School  
17 District 151.

18 (11) Madison School in South Holland School District  
19 151.

20 (12) Taft School in South Holland School District 151.

21 (13) Wolcott School in Thornton School District 154.

22 (14) Memorial Junior High School in Lansing School  
23 District 158.

24 (15) Oak Glen Elementary School in Lansing School  
25 District 158.

26 (16) Lester Crawl Primary Center in Lansing School



1 District 158.

2 (17) Brookwood Junior High School in Brookwood School  
3 District 167.

4 (18) Brookwood Middle School in Brookwood School  
5 District 167.

6 (19) Hickory Bend Elementary School in Brookwood  
7 School District 167.

8 (20) Medgar Evers Primary Academic Center in Ford  
9 Heights School District 169.

10 (21) Nathan Hale Elementary School in Sunnybrook  
11 School District 171.

12 (22) Ira F. Aldridge Elementary School in City of  
13 Chicago School District 299.

14 (23) William E.B. DuBois Elementary School in City of  
15 Chicago School District 299.

16 (b) If, after 2 years following its identification as a  
17 priority school under Section 2-3.25d-5 of this Code ~~placement~~  
18 ~~on academic watch status~~, a school remains a priority school ~~on~~  
19 ~~academic watch status~~, then, subject to federal appropriation  
20 money being available, the State Board of Education shall allow  
21 the school board to opt into the process of operating that  
22 school on a pilot, full-year school plan, approved by the State  
23 Board of Education, upon expiration of its teachers' current  
24 collective bargaining agreement until the expiration of the  
25 next collective bargaining agreement. A school board must  
26 notify the State Board of Education of its intent to opt into

1 the process of operating a school on a pilot, full-year school  
2 plan.

3 (Source: P.A. 98-1155, eff. 1-9-15.)

4 (105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)

5 Sec. 2-3.25f. State interventions.

6 (a) The State Board of Education shall provide technical  
7 assistance to assist with the development and implementation of  
8 School and District Improvement Plans.

9 Schools or school districts that fail to make reasonable  
10 efforts to implement an approved Improvement Plan may suffer  
11 loss of State funds by school district, attendance center, or  
12 program as the State Board of Education deems appropriate.

13 (a-5) (Blank).

14 (b) Beginning in 2017, if ~~if~~ after 3 years following its  
15 identification as a priority district under Section 2-3.25d-5  
16 of this Code, a district does not make progress as measured by  
17 a reduction in achievement gaps commensurate with the targets  
18 in this State's approved accountability plan with the U.S.  
19 Department of Education ~~placement on academic watch status a~~  
20 ~~school district or school remains on academic watch status,~~  
21 then the State Board of Education may (i) change the  
22 recognition status of the school district or school to  
23 nonrecognized or (ii) authorize the State Superintendent of  
24 Education to direct the reassignment of pupils or direct the  
25 reassignment or replacement of school district personnel ~~who~~

1 ~~are relevant to the failure to meet adequate yearly progress~~  
2 ~~criteria.~~ If a school district is nonrecognized in its  
3 entirety, it shall automatically be dissolved on July 1  
4 following that nonrecognition and its territory realigned with  
5 another school district or districts by the regional board of  
6 school trustees in accordance with the procedures set forth in  
7 Section 7-11 of the School Code. The effective date of the  
8 nonrecognition of a school shall be July 1 following the  
9 nonrecognition.

10 (b-5) The State Board of Education shall also develop a  
11 system to provide assistance and resources to lower performing  
12 school districts. At a minimum, the State Board shall identify  
13 school districts to receive priority services, to be known as  
14 priority districts under Section 2-3.25d-5 of this Code. In  
15 addition, the State Board may, by rule, develop other  
16 categories of low-performing schools and school districts to  
17 receive services.

18 ~~Districts designated as priority districts shall be those~~  
19 ~~that fall within one of the following categories:~~

20 ~~(1) Have at least one school that is among the lowest~~  
21 ~~performing 5% of schools in this State based on a 3-year~~  
22 ~~average, with respect to the performance of the "all~~  
23 ~~students" group for the percentage of students meeting or~~  
24 ~~exceeding standards in reading and mathematics combined,~~  
25 ~~and demonstrate a lack of progress as defined by the State~~  
26 ~~Board of Education.~~

1           ~~(2) Have at least one secondary school that has an~~  
2           ~~average graduation rate of less than 60% over the last 3~~  
3           ~~school years.~~

4           ~~(3) Have at least one school receiving a school~~  
5           ~~improvement grant under Section 1003(g) of the federal~~  
6           ~~Elementary and Secondary Education Act of 1965.~~

7           ~~The State Board of Education shall work with a priority~~  
8           ~~district to perform a district needs assessment to determine~~  
9           ~~the district's core functions that are areas of strength and~~  
10          ~~weakness, unless the district is already undergoing a national~~  
11          ~~accreditation process. The results from the district needs~~  
12          ~~assessment shall be used by the district to identify goals and~~  
13          ~~objectives for the district's improvement. The district needs~~  
14          ~~assessment shall include a study of district functions, such as~~  
15          ~~district finance, governance, student engagement, instruction~~  
16          ~~practices, climate, community involvement, and continuous~~  
17          ~~improvement.~~

18          Based on the results of the district needs assessment under  
19          Section 2-3.25d-5 of this Code, the State Board of Education  
20          shall work with the district to provide technical assistance  
21          and professional development, in partnership with the  
22          district, to implement a continuous improvement plan that would  
23          increase outcomes for students. The plan for continuous  
24          improvement shall be based on the results of the district needs  
25          assessment and shall be used to determine the types of services  
26          that are to be provided to each priority district. Potential

1 services for a district may include monitoring adult and  
2 student practices, reviewing and reallocating district  
3 resources, developing a district leadership team, providing  
4 access to curricular content area specialists, and providing  
5 online resources and professional development.

6 The State Board of Education may require priority districts  
7 identified as having deficiencies in one or more core functions  
8 of the district needs assessment to undergo an accreditation  
9 process as provided in subsection (d) of Section 2-3.25f-5 of  
10 this Code.

11 (c) All federal requirements apply to schools and school  
12 districts utilizing federal funds under Title I, Part A of the  
13 federal Elementary and Secondary Education Act of 1965.

14 (Source: P.A. 97-370, eff. 1-1-12; 98-1155, eff. 1-9-15.)

15 (105 ILCS 5/2-3.136)

16 Sec. 2-3.136. Class size reduction grant programs.

17 (a) A K-3 class size reduction grant program is created.  
18 The program shall be implemented and administered by the State  
19 Board of Education. From appropriations made for purposes of  
20 this Section, the State Board shall award grants to schools  
21 that meet the criteria established by this subsection (a) for  
22 the award of those grants.

23 Grants shall be awarded pursuant to application. The form  
24 and manner of applications and the criteria for the award of  
25 grants shall be prescribed by the State Board of Education. The

1 grant criteria as so prescribed, however, shall provide that  
2 only those schools that are identified as priority schools  
3 under Section 2-3.25d-5 of this Code and ~~on the State Board of~~  
4 ~~Education Early Academic Warning List or the academic watch~~  
5 ~~list under Section 2-3.25d~~ that maintain grades kindergarten  
6 through 3 are grant eligible.

7 Grants awarded to eligible schools under this subsection  
8 (a) shall be used and applied by the schools to defray the  
9 costs and expenses of operating and maintaining classes in  
10 grades kindergarten through 3 with an average class size within  
11 a specific grade of no more than 20 pupils. If a school's  
12 facilities are inadequate to allow for this specified class  
13 size, then a school may use the grant funds for teacher aides  
14 instead.

15 (b) A K-3 pilot class size reduction grant program is  
16 created. The program shall be implemented and administered by  
17 the State Board of Education. From appropriations made for  
18 purposes of this subsection (b), the State Board shall award  
19 grants to schools that meet the criteria established by this  
20 Section for the award of those grants.

21 Grants shall be awarded pursuant to application. The form  
22 and manner of application and the criteria for the award of  
23 grants shall be prescribed by the State Board of Education.

24 Grants awarded to eligible schools under this subsection  
25 (b) shall be used and applied by the schools to defray the  
26 costs and expenses of operating and maintaining classes in

1 grades kindergarten through 3 of no more than 15 pupils per  
2 teacher per class. A teacher aide may not be used to meet this  
3 requirement.

4 (c) If a school board determines that a school is using  
5 funds awarded under this Section for purposes not authorized by  
6 this Section, then the school board, rather than the school,  
7 shall determine how the funds are used.

8 (d) The State Board of Education shall adopt any rules,  
9 consistent with the requirements of this Section, that are  
10 necessary to implement and administer the class size reduction  
11 grant programs.

12 (Source: P.A. 93-814, eff. 7-27-04; 94-566, eff. 1-1-06;  
13 94-894, eff. 7-1-06.)

14 (105 ILCS 5/7-8) (from Ch. 122, par. 7-8)

15 Sec. 7-8. Limitation on successive petitions. No  
16 territory, nor any part thereof, which is involved in any  
17 proceeding to change the boundaries of a school district by  
18 detachment from or annexation to such school district of such  
19 territory, and which is not so detached nor annexed, shall be  
20 again involved in proceedings to change the boundaries of such  
21 school district for at least 2 ~~two~~ years after final  
22 determination of such first proceeding, unless during that  
23 2-year ~~2-year~~ period a petition filed is substantially  
24 different than any other previously filed petition during the  
25 previous 2 years or if a school district involved is identified

1 as a priority district under Section 2-3.25d-5 of this Code, is  
2 placed on ~~academic watch status or~~ the financial watch list by  
3 the State Board of Education, or is certified as being in  
4 financial difficulty during that 2-year ~~2-year~~ period or if  
5 such first proceeding involved a petition brought under Section  
6 7-2b of this Article 7.

7 (Source: P.A. 93-470, eff. 8-8-03.)

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

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

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

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

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



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

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

24 (C) student outcomes, including, where applicable, the  
25 percentage of students deemed proficient on assessments of  
26 ~~meeting as well as exceeding~~ State standards ~~on~~

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

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

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

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

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

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

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

1 subset of the information identified in paragraphs (A) through  
2 (E) of subsection (2) of this Section.

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

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

1 report card.

2 (6) Nothing contained in this amendatory Act of the 98th  
3 General Assembly repeals, supersedes, invalidates, or  
4 nullifies final decisions in lawsuits pending on the effective  
5 date of this amendatory Act of the 98th General Assembly in  
6 Illinois courts involving the interpretation of Public Act  
7 97-8.

8 (Source: P.A. 97-671, eff. 1-24-12; 98-463, eff. 8-16-13;  
9 98-648, eff. 7-1-14.)

10 (105 ILCS 5/10-29)

11 Sec. 10-29. Remote educational programs.

12 (a) For purposes of this Section, "remote educational  
13 program" means an educational program delivered to students in  
14 the home or other location outside of a school building that  
15 meets all of the following criteria:

16 (1) A student may participate in the program only after  
17 the school district, pursuant to adopted school board  
18 policy, and a person authorized to enroll the student under  
19 Section 10-20.12b of this Code determine that a remote  
20 educational program will best serve the student's  
21 individual learning needs. The adopted school board policy  
22 shall include, but not be limited to, all of the following:

23 (A) Criteria for determining that a remote  
24 educational program will best serve a student's  
25 individual learning needs. The criteria must include

1 consideration of, at a minimum, a student's prior  
2 attendance, disciplinary record, and academic history.

3 (B) Any limitations on the number of students or  
4 grade levels that may participate in a remote  
5 educational program.

6 (C) A description of the process that the school  
7 district will use to approve participation in the  
8 remote educational program. The process must include  
9 without limitation a requirement that, for any student  
10 who qualifies to receive services pursuant to the  
11 federal Individuals with Disabilities Education  
12 Improvement Act of 2004, the student's participation  
13 in a remote educational program receive prior approval  
14 from the student's individualized education program  
15 team.

16 (D) A description of the process the school  
17 district will use to develop and approve a written  
18 remote educational plan that meets the requirements of  
19 subdivision (5) of this subsection (a).

20 (E) A description of the system the school district  
21 will establish to calculate the number of clock hours a  
22 student is participating in instruction in accordance  
23 with the remote educational program.

24 (F) A description of the process for renewing a  
25 remote educational program at the expiration of its  
26 term.

1 (G) Such other terms and provisions as the school  
2 district deems necessary to provide for the  
3 establishment and delivery of a remote educational  
4 program.

5 (2) The school district has determined that the remote  
6 educational program's curriculum is aligned to State  
7 learning standards and that the program offers instruction  
8 and educational experiences consistent with those given to  
9 students at the same grade level in the district.

10 (3) The remote educational program is delivered by  
11 instructors that meet the following qualifications:

12 (A) they are certificated under Article 21 of this  
13 Code;

14 (B) they meet applicable highly qualified criteria  
15 under the federal No Child Left Behind Act of 2001; and

16 (C) they have responsibility for all of the  
17 following elements of the program: planning  
18 instruction, diagnosing learning needs, prescribing  
19 content delivery through class activities, assessing  
20 learning, reporting outcomes to administrators and  
21 parents and guardians, and evaluating the effects of  
22 instruction.

23 (4) During the period of time from and including the  
24 opening date to the closing date of the regular school term  
25 of the school district established pursuant to Section  
26 10-19 of this Code, participation in a remote educational

1 program may be claimed for general State aid purposes under  
2 Section 18-8.05 of this Code on any calendar day,  
3 notwithstanding whether the day is a day of pupil  
4 attendance or institute day on the school district's  
5 calendar or any other provision of law restricting  
6 instruction on that day. If the district holds year-round  
7 classes in some buildings, the district shall classify each  
8 student's participation in a remote educational program as  
9 either on a year-round or a non-year-round schedule for  
10 purposes of claiming general State aid. Outside of the  
11 regular school term of the district, the remote educational  
12 program may be offered as part of any summer school program  
13 authorized by this Code.

14 (5) Each student participating in a remote educational  
15 program must have a written remote educational plan that  
16 has been approved by the school district and a person  
17 authorized to enroll the student under Section 10-20.12b of  
18 this Code. The school district and a person authorized to  
19 enroll the student under Section 10-20.12b of this Code  
20 must approve any amendment to a remote educational plan.  
21 The remote educational plan must include, but is not  
22 limited to, all of the following:

23 (A) Specific achievement goals for the student  
24 aligned to State learning standards.

25 (B) A description of all assessments that will be  
26 used to measure student progress, which description



1 shall indicate the assessments that will be  
2 administered at an attendance center within the school  
3 district.

4 (C) A description of the progress reports that will  
5 be provided to the school district and the person or  
6 persons authorized to enroll the student under Section  
7 10-20.12b of this Code.

8 (D) Expectations, processes, and schedules for  
9 interaction between a teacher and student.

10 (E) A description of the specific responsibilities  
11 of the student's family and the school district with  
12 respect to equipment, materials, phone and Internet  
13 service, and any other requirements applicable to the  
14 home or other location outside of a school building  
15 necessary for the delivery of the remote educational  
16 program.

17 (F) If applicable, a description of how the remote  
18 educational program will be delivered in a manner  
19 consistent with the student's individualized education  
20 program required by Section 614(d) of the federal  
21 Individuals with Disabilities Education Improvement  
22 Act of 2004 or plan to ensure compliance with Section  
23 504 of the federal Rehabilitation Act of 1973.

24 (G) A description of the procedures and  
25 opportunities for participation in academic and  
26 extra-curricular activities and programs within the

1 school district.

2 (H) The identification of a parent, guardian, or  
3 other responsible adult who will provide direct  
4 supervision of the program. The plan must include an  
5 acknowledgment by the parent, guardian, or other  
6 responsible adult that he or she may engage only in  
7 non-teaching duties not requiring instructional  
8 judgment or the evaluation of a student. The plan shall  
9 designate the parent, guardian, or other responsible  
10 adult as non-teaching personnel or volunteer personnel  
11 under subsection (a) of Section 10-22.34 of this Code.

12 (I) The identification of a school district  
13 administrator who will oversee the remote educational  
14 program on behalf of the school district and who may be  
15 contacted by the student's parents with respect to any  
16 issues or concerns with the program.

17 (J) The term of the student's participation in the  
18 remote educational program, which may not extend for  
19 longer than 12 months, unless the term is renewed by  
20 the district in accordance with subdivision (7) of this  
21 subsection (a).

22 (K) A description of the specific location or  
23 locations in which the program will be delivered. If  
24 the remote educational program is to be delivered to a  
25 student in any location other than the student's home,  
26 the plan must include a written determination by the

1 school district that the location will provide a  
2 learning environment appropriate for the delivery of  
3 the program. The location or locations in which the  
4 program will be delivered shall be deemed a long  
5 distance teaching reception area under subsection (a)  
6 of Section 10-22.34 of this Code.

7 (L) Certification by the school district that the  
8 plan meets all other requirements of this Section.

9 (6) Students participating in a remote educational  
10 program must be enrolled in a school district attendance  
11 center pursuant to the school district's enrollment policy  
12 or policies. A student participating in a remote  
13 educational program must be tested as part of all  
14 assessments administered by the school district pursuant  
15 to Section 2-3.64a-5 of this Code at the attendance center  
16 in which the student is enrolled and in accordance with the  
17 attendance center's assessment policies and schedule. The  
18 student must be included within all ~~adequate yearly~~  
19 ~~progress and other~~ accountability determinations for the  
20 school district and attendance center under State and  
21 federal law.

22 (7) The term of a student's participation in a remote  
23 educational program may not extend for longer than 12  
24 months, unless the term is renewed by the school district.  
25 The district may only renew a student's participation in a  
26 remote educational program following an evaluation of the

1 student's progress in the program, a determination that the  
2 student's continuation in the program will best serve the  
3 student's individual learning needs, and an amendment to  
4 the student's written remote educational plan addressing  
5 any changes for the upcoming term of the program.

6 (b) A school district may, by resolution of its school  
7 board, establish a remote educational program.

8 (c) Clock hours of instruction by students in a remote  
9 educational program meeting the requirements of this Section  
10 may be claimed by the school district and shall be counted as  
11 school work for general State aid purposes in accordance with  
12 and subject to the limitations of Section 18-8.05 of this Code.

13 (d) The impact of remote educational programs on wages,  
14 hours, and terms and conditions of employment of educational  
15 employees within the school district shall be subject to local  
16 collective bargaining agreements.

17 (e) The use of a home or other location outside of a school  
18 building for a remote educational program shall not cause the  
19 home or other location to be deemed a public school facility.

20 (f) A remote educational program may be used, but is not  
21 required, for instruction delivered to a student in the home or  
22 other location outside of a school building that is not claimed  
23 for general State aid purposes under Section 18-8.05 of this  
24 Code.

25 (g) School districts that, pursuant to this Section, adopt  
26 a policy for a remote educational program must submit to the

1 State Board of Education a copy of the policy and any  
2 amendments thereto, as well as data on student participation in  
3 a format specified by the State Board of Education. The State  
4 Board of Education may perform or contract with an outside  
5 entity to perform an evaluation of remote educational programs  
6 in this State.

7 (h) The State Board of Education may adopt any rules  
8 necessary to ensure compliance by remote educational programs  
9 with the requirements of this Section and other applicable  
10 legal requirements.

11 (Source: P.A. 97-339, eff. 8-12-11; 98-972, eff. 8-15-14.)

12 (105 ILCS 5/11E-120)

13 Sec. 11E-120. Limitation on successive petitions.

14 (a) No affected district shall be again involved in  
15 proceedings under this Article for at least 2 years after a  
16 final non-procedural determination of the first proceeding,  
17 unless during that 2-year ~~2-year~~ period a petition filed is  
18 substantially different than any other previously filed  
19 petition during the previous 2 years or if an affected district  
20 is identified as a priority district under Section 2-3.25d-5 of  
21 this Code, is placed on ~~academic watch status or~~ the financial  
22 watch list by the State Board of Education, or is certified as  
23 being in financial difficulty during that 2-year ~~2-year~~ period.

24 (b) Nothing contained in this Section shall be deemed to  
25 limit or restrict the ability of an elementary district to join

1 an optional elementary unit district in accordance with the  
2 terms and provisions of subsection (d) of Section 11E-30 of  
3 this Code.

4 (Source: P.A. 94-1019, eff. 7-10-06.)

5 (105 ILCS 5/21B-70)

6 Sec. 21B-70. Illinois Teaching Excellence Program.

7 (a) As used in this Section:

8 "Poverty or low-performing school" means a school  
9 identified as a priority school under Section 2-3.25d-5 of this  
10 Code in academic early warning status or academic watch status  
11 or a school in which 50% or more of its students are eligible  
12 for free or reduced-price school lunches.

13 "Qualified educator" means a teacher or school counselor  
14 currently employed in a school district who is in the process  
15 of obtaining certification through the National Board for  
16 Professional Teaching Standards or who has completed  
17 certification and holds a current Professional Educator  
18 License with a National Board for Professional Teaching  
19 Standards designation or a retired teacher or school counselor  
20 who holds a Professional Educator License with a National Board  
21 for Professional Teaching Standards designation.

22 (b) Beginning on July 1, 2011, any funds appropriated for  
23 the Illinois Teaching Excellence Program must be used to  
24 provide monetary assistance and incentives for qualified  
25 educators who are employed by school districts and who have or

1 are in the process of obtaining licensure through the National  
2 Board for Professional Teaching Standards. The goal of the  
3 program is to improve instruction and student performance.

4 The State Board of Education shall allocate an amount as  
5 annually appropriated by the General Assembly for the Illinois  
6 Teaching Excellence Program for (i) application fees for each  
7 qualified educator seeking to complete certification through  
8 the National Board for Professional Teaching Standards, to be  
9 paid directly to the National Board for Professional Teaching  
10 Standards, and (ii) incentives for each qualified educator to  
11 be distributed to the respective school district. The school  
12 district shall distribute this payment to each eligible teacher  
13 or school counselor as a single payment.

14 The State Board of Education's annual budget must set out  
15 by separate line item the appropriation for the program. Unless  
16 otherwise provided by appropriation, qualified educators are  
17 eligible for monetary assistance and incentives outlined in  
18 subsection (c) of this Section.

19 (c) When there are adequate funds available, monetary  
20 assistance and incentives shall include the following:

21 (1) A maximum of \$2,000 towards the application fee for  
22 up to 750 teachers or school counselors in a poverty or  
23 low-performing school who apply on a first-come,  
24 first-serve basis for National Board certification.

25 (2) A maximum of \$2,000 towards the application fee for  
26 up to 250 teachers or school counselors in a school other

1 than a poverty or low-performing school who apply on a  
2 first-come, first-serve basis for National Board  
3 certification. However, if there were fewer than 750  
4 individuals supported in item (1) of this subsection (c),  
5 then the number supported in this item (2) may be increased  
6 as such that the combination of item (1) of this subsection  
7 (c) and this item (2) shall equal 1,000 applicants.

8 (3) A maximum of \$1,000 towards the National Board for  
9 Professional Teaching Standards' renewal application fee.

10 (4) (Blank).

11 (5) An annual incentive equal to \$1,500, which shall be  
12 paid to each qualified educator currently employed in a  
13 school district who holds both a National Board for  
14 Professional Teaching Standards designation and a current  
15 corresponding certificate issued by the National Board for  
16 Professional Teaching Standards and who agrees, in  
17 writing, to provide at least 30 hours of mentoring or  
18 National Board for Professional Teaching Standards  
19 professional development or both during the school year to  
20 classroom teachers or school counselors, as applicable.  
21 Funds must be dispersed on a first-come, first-serve basis,  
22 with priority given to poverty or low-performing schools.  
23 Mentoring shall include, either singly or in combination,  
24 the following:

25 (A) National Board for Professional Teaching  
26 Standards certification candidates.



1           (B) National Board for Professional Teaching  
2 Standards re-take candidates.

3           (C) National Board for Professional Teaching  
4 Standards renewal candidates.

5           (D) (Blank).

6 Funds may also be used for instructional leadership  
7 training for qualified educators interested in supporting  
8 implementation of the Illinois Learning Standards or teaching  
9 and learning priorities of the State Board of Education or  
10 both.

11 (Source: P.A. 97-607, eff. 8-26-11; 98-646, eff. 7-1-14.)

12 Section 10. The School Breakfast and Lunch Program Act is  
13 amended by changing Section 2.5 as follows:

14 (105 ILCS 125/2.5)

15 Sec. 2.5. Breakfast incentive program. The State Board of  
16 Education shall fund a breakfast incentive program comprised of  
17 the components described in paragraphs (1), (2), and (3) of  
18 this Section, provided that a separate appropriation is made  
19 for the purposes of this Section. The State Board of Education  
20 may allocate the appropriation among the program components in  
21 whatever manner the State Board of Education finds will best  
22 serve the goal of increasing participation in school breakfast  
23 programs. If the amount of the appropriation allocated under  
24 paragraph (1), (2), or (3) of this Section is insufficient to

1 fund all claims submitted under that particular paragraph, the  
2 claims under that paragraph shall be prorated.

3 (1) Additional funding incentive. The State Board of  
4 Education may reimburse each sponsor of a school breakfast  
5 program at least an additional \$0.10 for each free,  
6 reduced-price, and paid breakfast served over and above the  
7 number of such breakfasts served in the same month during  
8 the preceding year.

9 (2) Start-up incentive. The State Board of Education  
10 may make grants to school boards and welfare centers that  
11 agree to start a school breakfast program in one or more  
12 schools or other sites. First priority for these grants  
13 shall be given through August 15 to schools in which 40% or  
14 more of their students are eligible for free and reduced  
15 price meals, based on the school district's previous year's  
16 October claim, under the National School Lunch Act (42  
17 U.S.C. 1751 et seq.). Depending on the availability of  
18 funds and the rate at which funds are being utilized, the  
19 State Board of Education is authorized to allow additional  
20 schools or other sites to receive these grants in the order  
21 in which they are received by the State Board of Education.  
22 The amount of the grant shall be \$3,500 for each qualifying  
23 school or site in which a school breakfast program is  
24 started. The grants shall be used to pay the start-up costs  
25 for the school breakfast program, including equipment,  
26 supplies, and program promotion, but shall not be used for

1 food, labor, or other recurring operational costs.  
2 Applications for the grants shall be made to the State  
3 Board of Education on forms designated by the State Board  
4 of Education. Any grantee that fails to operate a school  
5 breakfast program for at least 3 years after receipt of a  
6 grant shall refund the amount of the grant to the State  
7 Board of Education.

8 (3) Non-traditional breakfast incentive. Understanding  
9 that there are barriers to implementing a school breakfast  
10 program in a traditional setting such as in a cafeteria,  
11 the State Board of Education may make grants to school  
12 boards and welfare centers to offer the school breakfast  
13 program in non-traditional settings or using  
14 non-traditional methods. Priority will be given to  
15 applications through August 15 of each year from schools  
16 that are identified as priority schools under Section  
17 2-3.25d-5 of the School Code ~~on the Early Academic Warning~~  
18 ~~List~~. Depending on the availability of funds and the rate  
19 at which funds are being utilized, the State Board of  
20 Education is authorized to allow additional schools or  
21 other sites to receive these grants in the order in which  
22 they are received by the State Board of Education.

23 (Source: P.A. 96-158, eff. 8-7-09.)

24 (105 ILCS 5/2-3.25m rep.)

25 Section 15. The School Code is amended by repealing Section

1 2-3.25m.

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