

HB5170



100TH GENERAL ASSEMBLY

State of Illinois

2017 and 2018

HB5170

by Rep. David S. Olsen

SYNOPSIS AS INTRODUCED:

See Index

Amends the School Code. Changes references in the Code from "English Language Learner" to "English Learner" and from "vocational education" to "career and technical education". Repeals a provision providing that it is unlawful for any county superintendent of schools to practice any other profession. Makes other changes regarding Early Childhood Education Block Grant reports, suspension or revocation of an educator license, charter school reports, and powers and duties of the State Board of Education.

LRB100 19166 AXK 34431 b

FISCAL NOTE ACT
MAY APPLY

A BILL FOR

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by changing Sections
5 1A-4, 1C-4, 2-3.11, 2-3.71a, 2-3.83, 10-9, 10-22.31b,
6 10-23.3a, 11E-130, 13-41, 14-8.03, 14C-13, 17-2.4, 18-8.05,
7 18-8.15, 19-30, 21B-80, 24A-7, 27-22, 27-22.2, 27A-12, and
8 34-225 and by renumbering and changing Section 2-3.170 as
9 follows:

10 (105 ILCS 5/1A-4) (from Ch. 122, par. 1A-4)

11 Sec. 1A-4. Powers and duties of the Board.

12 A. (Blank).

13 B. The Board shall determine the qualifications of and
14 appoint a chief education officer, to be known as the State
15 Superintendent of Education, who may be proposed by the
16 Governor and who shall serve at the pleasure of the Board and
17 pursuant to a performance-based contract linked to statewide
18 student performance and academic improvement within Illinois
19 schools. Upon expiration or buyout of the contract of the State
20 Superintendent of Education in office on the effective date of
21 this amendatory Act of the 93rd General Assembly, a State
22 Superintendent of Education shall be appointed by a State Board
23 of Education that includes the 7 new Board members who were

1 appointed to fill seats of members whose terms were terminated
2 on the effective date of this amendatory Act of the 93rd
3 General Assembly. Thereafter, a State Superintendent of
4 Education must, at a minimum, be appointed at the beginning of
5 each term of a Governor after that Governor has made
6 appointments to the Board. A performance-based contract issued
7 for the employment of a State Superintendent of Education
8 entered into on or after the effective date of this amendatory
9 Act of the 93rd General Assembly must expire no later than
10 February 1, 2007, and subsequent contracts must expire no later
11 than February 1 each 4 years thereafter. No contract shall be
12 extended or renewed beyond February 1, 2007 and February 1 each
13 4 years thereafter, but a State Superintendent of Education
14 shall serve until his or her successor is appointed. Each
15 contract entered into on or before January 8, 2007 with a State
16 Superintendent of Education must provide that the State Board
17 of Education may terminate the contract for cause, and the
18 State Board of Education shall not thereafter be liable for
19 further payments under the contract. With regard to this
20 amendatory Act of the 93rd General Assembly, it is the intent
21 of the General Assembly that, beginning with the Governor who
22 takes office on the second Monday of January, 2007, a State
23 Superintendent of Education be appointed at the beginning of
24 each term of a Governor after that Governor has made
25 appointments to the Board. The State Superintendent of
26 Education shall not serve as a member of the State Board of

1 Education. The Board shall set the compensation of the State
2 Superintendent of Education who shall serve as the Board's
3 chief executive officer. The Board shall also establish the
4 duties, powers and responsibilities of the State
5 Superintendent, which shall be included in the State
6 Superintendent's performance-based contract along with the
7 goals and indicators of student performance and academic
8 improvement used to measure the performance and effectiveness
9 of the State Superintendent. The State Board of Education may
10 delegate to the State Superintendent of Education the authority
11 to act on the Board's behalf, provided such delegation is made
12 pursuant to adopted board policy or the powers delegated are
13 ministerial in nature. The State Board may not delegate
14 authority under this Section to the State Superintendent to (1)
15 nonrecognize school districts, (2) withhold State payments as a
16 penalty, or (3) make final decisions under the contested case
17 provisions of the Illinois Administrative Procedure Act unless
18 otherwise provided by law.

19 C. The powers and duties of the State Board of Education
20 shall encompass all duties delegated to the Office of
21 Superintendent of Public Instruction on January 12, 1975,
22 except as the law providing for such powers and duties is
23 thereafter amended, and such other powers and duties as the
24 General Assembly shall designate. The Board shall be
25 responsible for the educational policies and guidelines for
26 public schools, pre-school through grade 12 and Career and

1 ~~Technical Vocational~~ Education in the State of Illinois. The
2 Board shall analyze the present and future aims, needs, and
3 requirements of education in the State of Illinois and
4 recommend to the General Assembly the powers which should be
5 exercised by the Board. The Board shall recommend the passage
6 and the legislation necessary to determine the appropriate
7 relationship between the Board and local boards of education
8 and the various State agencies and shall recommend desirable
9 modifications in the laws which affect schools.

10 D. Two members of the Board shall be appointed by the
11 chairperson to serve on a standing joint Education Committee, 2
12 others shall be appointed from the Board of Higher Education, 2
13 others shall be appointed by the chairperson of the Illinois
14 Community College Board, and 2 others shall be appointed by the
15 chairperson of the Human Resource Investment Council. The
16 Committee shall be responsible for making recommendations
17 concerning the submission of any workforce development plan or
18 workforce training program required by federal law or under any
19 block grant authority. The Committee will be responsible for
20 developing policy on matters of mutual concern to elementary,
21 secondary and higher education such as Occupational and Career
22 Education, Teacher Preparation and Certification, Educational
23 Finance, Articulation between Elementary, Secondary and Higher
24 Education and Research and Planning. The joint Education
25 Committee shall meet at least quarterly and submit an annual
26 report of its findings, conclusions, and recommendations to the

1 State Board of Education, the Board of Higher Education, the
2 Illinois Community College Board, the Human Resource
3 Investment Council, the Governor, and the General Assembly. All
4 meetings of this Committee shall be official meetings for
5 reimbursement under this Act. On the effective date of this
6 amendatory Act of the 95th General Assembly, the Joint
7 Education Committee is abolished.

8 E. Five members of the Board shall constitute a quorum. A
9 majority vote of the members appointed, confirmed and serving
10 on the Board is required to approve any action, except that the
11 7 new Board members who were appointed to fill seats of members
12 whose terms were terminated on the effective date of this
13 amendatory act of the 93rd General Assembly may vote to approve
14 actions when appointed and serving.

15 Using the most recently available data, the Board shall
16 prepare and submit electronically, in the manner prescribed by
17 the Board, to the General Assembly and the Governor on or
18 before each January 14, ~~1976 and annually thereafter~~ a report
19 or reports of its findings and recommendations. Such annual
20 report shall contain a separate section which provides a
21 critique and analysis of the status of education in Illinois
22 and which identifies its specific problems and recommends
23 express solutions therefor. Such annual report also shall
24 contain the following information for the preceding year ending
25 on June 30: each act or omission of a school district of which
26 the State Board of Education has knowledge as a consequence of

1 scheduled, approved visits and which constituted a failure by
2 the district to comply with applicable State or federal laws or
3 regulations relating to public education, the name of such
4 district, the date or dates on which the State Board of
5 Education notified the school district of such act or omission,
6 and what action, if any, the school district took with respect
7 thereto after being notified thereof by the State Board of
8 Education. The report shall also include the statewide high
9 school dropout rate by grade level, sex and race and the annual
10 student dropout rate of and the number of students who graduate
11 from, transfer from or otherwise leave bilingual programs. The
12 Auditor General shall annually perform a compliance audit of
13 the State Board of Education's performance of the reporting
14 duty imposed by this amendatory Act of 1986. A regular system
15 of communication with other directly related State agencies
16 shall be implemented.

17 The requirement for reporting to the General Assembly shall
18 be satisfied by filing copies of the report electronically with
19 the Speaker, the Minority Leader and the Clerk of the House of
20 Representatives and the President, the Minority Leader and the
21 Secretary of the Senate and the Legislative Council, and as
22 otherwise required by Section 3.1 of the General Assembly
23 Organization Act, and filing such additional copies with the
24 State Government Report Distribution Center for the General
25 Assembly as is required under paragraph (t) of Section 7 of the
26 State Library Act.

1 F. Upon appointment of the 7 new Board members who were
2 appointed to fill seats of members whose terms were terminated
3 on the effective date of this amendatory Act of the 93rd
4 General Assembly, the Board shall review all of its current
5 rules in an effort to streamline procedures, improve
6 efficiency, and eliminate unnecessary forms and paperwork.

7 (Source: P.A. 95-626, eff. 6-1-08; 95-793, eff. 1-1-09.)

8 (105 ILCS 5/1C-4)

9 Sec. 1C-4. Reports. A school district and other entities
10 that receive ~~receives~~ an Early Childhood Education Block Grant
11 shall report to the State Board of Education on its use of the
12 block grant in such form and detail as the State Board of
13 Education may specify. In addition, the report must include the
14 following description for the district and the other entities,
15 which must also be reported to the General Assembly: block
16 grant allocation and expenditures by program; population and
17 service levels by program; and administrative expenditures by
18 program. The State Board of Education shall ensure that the
19 reporting requirements for a district organized under Article
20 34 of this Code are the same as for all other school districts
21 in this State.

22 (Source: P.A. 99-30, eff. 7-10-15.)

23 (105 ILCS 5/2-3.11) (from Ch. 122, par. 2-3.11)

24 Sec. 2-3.11. Report to Governor and General Assembly. To

1 report electronically, in the manner prescribed by the State
2 Board of Education, to the Governor and General Assembly
3 annually on or before January 14 the condition of the schools
4 of the State using the most recently available data.

5 Such annual report shall contain reports of the State
6 Teacher Certification Board; the schools of the State
7 charitable institutions; reports on driver education, special
8 education, and transportation; and for such year the annual
9 statistical reports of the State Board of Education, including
10 the number and kinds of school districts; number of school
11 attendance centers; number of men and women teachers;
12 enrollment by grades; total enrollment; total days attendance;
13 total days absence; average daily attendance; number of
14 elementary and secondary school graduates; assessed valuation;
15 tax levies and tax rates for various purposes; amount of
16 teachers' orders, anticipation warrants, and bonds
17 outstanding; and number of men and women teachers and total
18 enrollment of private schools. The report shall give for all
19 school districts receipts from all sources and expenditures for
20 all purposes for each fund; the total operating expense, the
21 per capita cost, and instructional expenditures; federal and
22 state aids and reimbursements; new school buildings, and
23 recognized schools; together with such other information and
24 suggestions as the State Board of Education may deem important
25 in relation to the schools and school laws and the means of
26 promoting education throughout the state.

1 In this Section, "instructional expenditures" means the
2 annual expenditures of school districts properly attributable
3 to expenditure functions defined in rules of the State Board of
4 Education as: 1100 (Regular Education); 1200-1220 (Special
5 Education); 1250 (Ed. Deprived/Remedial); 1400 (Vocational
6 Programs); 1600 (Summer School); 1650 (Gifted); 1800
7 (Bilingual Programs); 1900 (Truant Alternative); 2110
8 (Attendance and Social Work Services); 2120 (Guidance
9 Services); 2130 (Health Services); 2140 (Psychological
10 Services); 2150 (Speech Pathology and Audiology Services);
11 2190 (Other Support Services Pupils); 2210 (Improvement of
12 Instruction); 2220 (Educational Media Services); 2230
13 (Assessment and Testing); 2540 (Operation and Maintenance of
14 Plant Services); 2550 (Pupil Transportation Service); 2560
15 (Food Service); 4110 (Payments for Regular Programs); 4120
16 (Payments for Special Education Programs); 4130 (Payments for
17 Adult Education Programs); 4140 (Payments for Career and
18 Technical ~~Vocational~~ Education Programs); 4170 (Payments for
19 Community College Programs); 4190 (Other payments to in-state
20 government units); and 4200 (Other payments to out of state
21 government units).

22 (Source: P.A. 95-793, eff. 1-1-09; 96-734, eff. 8-25-09.)

23 (105 ILCS 5/2-3.71a) (from Ch. 122, par. 2-3.71a)

24 Sec. 2-3.71a. Grants for early childhood parental training
25 programs. The State Board of Education shall implement and

1 administer a grant program consisting of grants to public
2 school districts and other eligible entities, as defined by the
3 State Board of Education, to conduct early childhood parental
4 training programs for the parents of children in the period of
5 life from birth to kindergarten. A public school district that
6 receives grants under this Section may contract with other
7 eligible entities to conduct an early childhood parental
8 training program. These grants must be used to supplement, not
9 supplant, funds received from any other source. A school board
10 or other eligible entity shall employ appropriately qualified
11 personnel for its early childhood parental training program,
12 including but not limited to certified teachers, counselors,
13 psychiatrists, psychologists and social workers.

14 (a) As used in this Section, "parental training" means and
15 includes instruction in the following:

16 (1) Child growth and development, including prenatal
17 development.

18 (2) Childbirth and child care.

19 (3) Family structure, function and management.

20 (4) Prenatal and postnatal care for mothers and
21 infants.

22 (5) Prevention of child abuse.

23 (6) The physical, mental, emotional, social, economic
24 and psychological aspects of interpersonal and family
25 relationships.

26 (7) Parenting skill development.

1 The programs shall include activities that require
2 substantial participation and interaction between parent and
3 child.

4 (b) The Board shall annually award funds through a grant
5 approval process established by the State Board of Education,
6 providing that an annual appropriation is made for this purpose
7 from State, federal or private funds. Nothing in this Section
8 shall preclude school districts from applying for or accepting
9 private funds to establish and implement programs.

10 (c) The State Board of Education shall assist those
11 districts and other eligible entities offering early childhood
12 parental training programs, upon request, in developing
13 instructional materials, training teachers and staff, and
14 establishing appropriate time allotments for each of the areas
15 included in such instruction.

16 (d) School districts and other eligible entities may offer
17 early childhood parental training courses during that period of
18 the day which is not part of the regular school day. Residents
19 of the community may enroll in such courses. The school board
20 or other eligible entity may establish fees and collect such
21 charges as may be necessary for attendance at such courses in
22 an amount not to exceed the per capita cost of the operation
23 thereof, except that the board or other eligible entity may
24 waive all or part of such charges if it determines that the
25 parent is indigent or that the educational needs of the parent
26 require his or her attendance at such courses.

1 (e) Parents who participate in early childhood parental
2 training programs under this Section may be eligible for
3 reasonable reimbursement of any incidental transportation and
4 child care expenses from the school district receiving funds
5 pursuant to this Section.

6 (f) Districts and other eligible entities receiving grants
7 pursuant to this Section shall coordinate programs created
8 under this Section with other preschool educational programs,
9 including "at-risk" preschool programs, special and career and
10 technical ~~vocational~~ education, and related services provided
11 by other governmental agencies and not-for-profit agencies.

12 (g) The State Board of Education shall report to the
13 General Assembly by July 1, 1991, on the results of the
14 programs funded pursuant to this Section and whether a need
15 continues for such programs.

16 (h) After July 1, 2006, any parental training services
17 funded pursuant to this Section on the effective date of this
18 amendatory Act of the 94th General Assembly shall continue to
19 be funded pursuant to this Section, subject to appropriation
20 and the meeting of program standards. Any additional parental
21 training services must be funded, subject to appropriation,
22 through preschool education grants pursuant to subdivision (4)
23 of subsection (a) of Section 2-3.71 of this Code for families
24 with children ages 3 to 5 and through prevention initiative
25 grants pursuant to subsection (b) of Section 2-3.89 of this
26 Code for expecting families and those with children from birth

1 to 3 years of age.

2 (i) Early childhood programs under this Section are subject
3 to the requirements under paragraph (7) of subsection (a) of
4 Section 2-3.71 of this Code.

5 (Source: P.A. 100-105, eff. 1-1-18.)

6 (105 ILCS 5/2-3.83) (from Ch. 122, par. 2-3.83)

7 Sec. 2-3.83. Individual transition plan model pilot
8 program.

9 (a) The General Assembly finds that transition services for
10 special education students in secondary schools are needed for
11 the increasing numbers of students exiting school programs.
12 Therefore, to ensure coordinated and timely delivery of
13 services, the State shall establish a model pilot program to
14 provide such services. Local school districts, using joint
15 agreements and regional service delivery systems for special
16 and career and technical ~~vocational~~ education selected by the
17 Governor's Planning Council on Developmental Disabilities,
18 shall have the primary responsibility to convene transition
19 planning meetings for these students who will require
20 post-school adult services.

21 (b) For purposes of this Section:

22 (1) "Post-secondary Service Provider" means a provider
23 of services for adults who have any developmental
24 disability as defined in Section 1-106 of the Mental Health
25 and Developmental Disabilities Code or who are persons with

1 one or more disabilities as defined in the Rehabilitation
2 of Persons with Disabilities Act.

3 (2) "Individual Education Plan" means a written
4 statement for an exceptional child that provides at least a
5 statement of: the child's present levels of educational
6 performance, annual goals and short-term instructional
7 objectives; specific special education and related
8 services; the extent of participation in the regular
9 education program; the projected dates for initiation of
10 services; anticipated duration of services; appropriate
11 objective criteria and evaluation procedures; and a
12 schedule for annual determination of short-term
13 objectives.

14 (3) "Individual Transition Plan" (ITP) means a
15 multi-agency informal assessment of a student's needs for
16 post-secondary adult services including but not limited to
17 employment, post-secondary education or training and
18 residential independent living.

19 (4) "Developmental Disability" means a disability
20 which is attributable to: (a) an intellectual disability,
21 cerebral palsy, epilepsy or autism; or to (b) any other
22 condition which results in impairment similar to that
23 caused by an intellectual disability and which requires
24 services similar to those required by persons with an
25 intellectual disability. Such disability must originate
26 before the age of 18 years, be expected to continue

1 indefinitely, and constitute a substantial disability.

2 (5) "Exceptional Characteristic" means any disabling
3 or exceptional characteristic which interferes with a
4 student's education including, but not limited to, a
5 determination that the student has a severe or profound
6 mental disability, has mental disability but is trainable,
7 is deaf-blind, or has some other health impairment.

8 (c) The model pilot program required by this Section shall
9 be established and administered by the Governor's Planning
10 Council on Developmental Disabilities in conjunction with the
11 case coordination pilot projects established by the Department
12 of Human Services pursuant to Section 4.1 of the Community
13 Services Act, as amended.

14 (d) The model pilot program shall include the following
15 features:

16 (1) Written notice shall be sent to the student and,
17 when appropriate, his or her parent or guardian giving the
18 opportunity to consent to having the student's name and
19 relevant information shared with the local case
20 coordination unit and other appropriate State or local
21 agencies for purposes of inviting participants to the
22 individual transition plan meeting.

23 (2) Meetings to develop and modify, as needed, an
24 Individual Transition Plan shall be conducted annually for
25 all students with a developmental disability in the pilot
26 program area who are age 16 or older and who are receiving

1 special education services for 50% or more of their public
2 school program. These meetings shall be convened by the
3 local school district and conducted in conjunction with any
4 other regularly scheduled meetings such as the student's
5 annual individual educational plan meeting. The Governor's
6 Planning Council on Developmental Disabilities shall
7 cooperate with and may enter into any necessary written
8 agreements with the Department of Human Services and the
9 State Board of Education to identify the target group of
10 students for transition planning and the appropriate case
11 coordination unit to serve these individuals.

12 (3) The ITP meetings shall be co-chaired by the
13 individual education plan coordinator and the case
14 coordinator. The ITP meeting shall include but not be
15 limited to discussion of the following: the student's
16 projected date of exit from the public schools; his
17 projected post-school goals in the areas of employment,
18 residential living arrangement and post-secondary
19 education or training; specific school or post-school
20 services needed during the following year to achieve the
21 student's goals, including but not limited to vocational
22 evaluation, career and technical ~~vocational~~ education,
23 work experience or vocational training, placement
24 assistance, independent living skills training,
25 recreational or leisure training, income support, medical
26 needs and transportation; and referrals and linkage to

1 needed services, including a proposed time frame for
2 services and the responsible agency or provider. The
3 individual transition plan shall be signed by participants
4 in the ITP discussion, including but not limited to the
5 student's parents or guardian, the student (where
6 appropriate), multi-disciplinary team representatives from
7 the public schools, the case coordinator and any other
8 individuals who have participated in the ITP meeting at the
9 discretion of the individual education plan coordinator,
10 the developmental disability case coordinator or the
11 parents or guardian.

12 (4) At least 10 days prior to the ITP meeting, the
13 parents or guardian of the student shall be notified in
14 writing of the time and place of the meeting by the local
15 school district. The ITP discussion shall be documented by
16 the assigned case coordinator, and an individual student
17 file shall be maintained by each case coordination unit.
18 One year following a student's exit from public school the
19 case coordinator shall conduct a follow up interview with
20 the student.

21 (5) Determinations with respect to individual
22 transition plans made under this Section shall not be
23 subject to any due process requirements prescribed in
24 Section 14-8.02 of this Code.

25 (e) (Blank).

26 (Source: P.A. 99-143, eff. 7-27-15.)

1 (105 ILCS 5/2-3.172)

2 Sec. 2-3.172 ~~2-3.170~~. High-skilled manufacturing teaching
3 resources. The State Board of Education shall post resources
4 regarding the teaching of high-skilled manufacturing, to be
5 used in high schools and career and technical ~~vocational~~
6 education programs.

7 (Source: P.A. 100-175, eff. 1-1-18; revised 9-25-17.)

8 (105 ILCS 5/10-9) (from Ch. 122, par. 10-9)

9 Sec. 10-9. Interest of board member in contracts.

10 (a) No school board member shall be interested, directly or
11 indirectly, in his own name or in the name of any other person,
12 association, trust or corporation, in any contract, work or
13 business of the district or in the sale of any article,
14 whenever the expense, price or consideration of the contract,
15 work, business or sale is paid either from the treasury or by
16 any assessment levied by any statute or ordinance. A school
17 board member shall not be deemed interested if the board member
18 is an employee of a business that is involved in the
19 transaction of business with the school district, provided that
20 the board member has no financial interests other than as an
21 employee. No school board member shall be interested, directly
22 or indirectly, in the purchase of any property which (1)
23 belongs to the district, or (2) is sold for taxes or
24 assessments, or (3) is sold by virtue of legal process at the

1 suit of the district.

2 (b) However, any board member may provide materials,
3 merchandise, property, services or labor, if:

4 A. the contract is with a person, firm, partnership,
5 association, corporation or cooperative association in
6 which the board member has less than a 7 1/2% share in the
7 ownership; and

8 B. such interested board member publicly discloses the
9 nature and extent of his interest prior to or during
10 deliberations concerning the proposed award of the
11 contract; and

12 C. such interested board member abstains from voting on
13 the award of the contract, though he shall be considered
14 present for the purposes of establishing a quorum; and

15 D. such contract is approved by a majority vote of
16 those board members presently holding office; and

17 E. the contract is awarded after sealed bids to the
18 lowest responsible bidder if the amount of the contract
19 exceeds \$1500, or awarded without bidding if the amount of
20 the contract is less than \$1500; and

21 F. the award of the contract would not cause the
22 aggregate amount of all such contracts so awarded to the
23 same person, firm, association, partnership, corporation
24 or cooperative association in the same fiscal year to
25 exceed \$25,000.

26 (c) In addition to the above exemption, any board member

1 may provide materials, merchandise, property, services or
2 labor if:

3 A. the award of the contract is approved by a majority
4 vote of the board provided that any such interested member
5 shall abstain from voting; and

6 B. the amount of the contract does not exceed \$1,000;
7 and

8 C. the award of the contract would not cause the
9 aggregate amount of all such contracts so awarded to the
10 same person, firm, association, partnership, corporation,
11 or cooperative association in the same fiscal year to
12 exceed \$2,000, except with respect to a board member of a
13 school district in which the materials, merchandise,
14 property, services, or labor to be provided under the
15 contract are not available from any other person, firm,
16 association, partnership, corporation, or cooperative
17 association in the district, in which event the award of
18 the contract shall not cause the aggregate amount of all
19 contracts so awarded to that same person, firm,
20 association, partnership, or cooperative association in
21 the same fiscal year to exceed \$5,000; and

22 D. such interested member publicly discloses the
23 nature and extent of his interest prior to or during
24 deliberations concerning the proposed award of the
25 contract; and

26 E. such interested member abstains from voting on the

1 award of the contract, though he shall be considered
2 present for the purposes of establishing a quorum.

3 (d) In addition to exemptions otherwise authorized by this
4 Section, any board member may purchase for use as the board
5 member's primary place of residence a house constructed by the
6 district's career and technical ~~vocational~~ education students
7 on the same basis that any other person would be entitled to
8 purchase the property. The sale of the house by the district
9 must comply with the requirements set forth in Section 5-22 of
10 The School Code.

11 (e) A contract for the procurement of public utility
12 services by a district with a public utility company is not
13 barred by this Section by one or more members of the board
14 being an officer or employee of the public utility company or
15 holding an ownership interest of no more than 7 1/2% in the
16 public utility company, or holding an ownership interest of any
17 size if the school district has a population of less than 7,500
18 and the public utility's rates are approved by the Illinois
19 Commerce Commission. An elected or appointed member of the
20 board having such an interest shall be deemed not to have a
21 prohibited interest under this Section.

22 (f) Nothing contained in this Section, including the
23 restrictions set forth in subsections (b), (c), (d) and (e),
24 shall preclude a contract of deposit of monies, loans or other
25 financial services by a school district with a local bank or
26 local savings and loan association, regardless of whether a

1 member or members of the governing body of the school district
2 are interested in such bank or savings and loan association as
3 an officer or employee or as a holder of less than 7 1/2% of the
4 total ownership interest. A member or members holding such an
5 interest in such a contract shall not be deemed to be holding a
6 prohibited interest for purposes of this Act. Such interested
7 member or members of the governing body must publicly state the
8 nature and extent of their interest during deliberations
9 concerning the proposed award of such a contract, but shall not
10 participate in any further deliberations concerning the
11 proposed award. Such interested member or members shall not
12 vote on such a proposed award. Any member or members abstaining
13 from participation in deliberations and voting under this
14 Section may be considered present for purposes of establishing
15 a quorum. Award of such a contract shall require approval by a
16 majority vote of those members presently holding office.
17 Consideration and award of any such contract in which a member
18 or members are interested may only be made at a regularly
19 scheduled public meeting of the governing body of the school
20 district.

21 (g) Any school board member who violates this Section is
22 guilty of a Class 4 felony and in addition thereto any office
23 held by such person so convicted shall become vacant and shall
24 be so declared as part of the judgment of the court.

25 (Source: P.A. 96-998, eff. 7-2-10.)

1 (105 ILCS 5/10-22.31b) (from Ch. 122, par. 10-22.31b)

2 Sec. 10-22.31b. Joint building programs. To enter into
3 joint agreements either under this Act or under the
4 Intergovernmental Cooperation Act with other school boards to
5 acquire, build, establish and maintain sites and buildings
6 including residential facilities, that may be needed for area
7 career and technical ~~vocational~~ education buildings or the
8 education of one or more of the types of children with
9 disabilities defined in Sections 14-1.02 through 14-1.07 of
10 this Act, who are residents of such joint agreement area, upon
11 the review and recommendation of the Advisory Council on
12 Education of Children with Disabilities and approval of the
13 State Superintendent. Proposals shall be submitted on forms
14 promulgated by the State Advisory Council. The State Advisory
15 Council shall have 45 days to review the proposal and make a
16 recommendation. The State Superintendent shall then approve or
17 deny the proposal. Any establishment of residential facilities
18 under this Section for the education of children with
19 disabilities shall consider and utilize whenever possible the
20 existing residential service delivery systems including state
21 operated and privately operated facilities. Residential
22 facilities shall be maintained in accordance with applicable
23 health, licensing and life safety requirements, including the
24 applicable provisions of the building code authorized under
25 Section 2-3.12. Such sites may be acquired and buildings built
26 at any place within the area embraced by such joint agreement

1 or within 2 miles of the boundaries of any school district
2 which is a party to the joint agreement. The title to any site
3 or building so acquired shall be held in accordance with
4 Section 16-2 of this Act.

5 Any funds obtained from the participating governmental
6 entities as a result of a joint agreement entered into under
7 this Act or the Intergovernmental Cooperation Act shall be
8 accounted for in the same manner as provided for the majority
9 of the participating governmental entities under the laws of
10 this State.

11 (Source: P.A. 89-397, eff. 8-20-95.)

12 (105 ILCS 5/10-23.3a) (from Ch. 122, par. 10-23.3a)

13 Sec. 10-23.3a. Conduct of business for vocational
14 training.

15 To independently operate or cooperate with existing
16 companies in the operation of a business or businesses for the
17 sole purpose of providing training for students in career and
18 technical ~~vocational~~ education programs. Any proceeds from
19 said operation shall be applied towards the costs of
20 establishing and maintaining these businesses. Regarding
21 businesses with which the school board cooperates in operating
22 for vocational training purposes, the school board shall
23 receive a semi-annual account from each cooperating company of
24 all costs and proceeds attributable to the student
25 business-training program. Should the proceeds ever exceed the

1 establishment and maintenance costs, then that excess shall
2 only be directed toward expanding business-operation training
3 in career and technical ~~vocational~~ education programs.

4 (Source: P.A. 77-664.)

5 (105 ILCS 5/11E-130)

6 Sec. 11E-130. Unit district formation and joint agreement
7 career and technical ~~vocational~~ education program.

8 (a) If a unit district is established under the provisions
9 of this Article and more than 50% of the territory of the unit
10 district is territory that immediately prior to its inclusion
11 in the unit district was included in a high school district or
12 districts that were signatories under the same joint agreement
13 career and technical ~~vocational~~ education program, pursuant to
14 the provisions of this Code, then the unit district shall upon
15 its establishment be deemed to be a member and signatory to the
16 joint agreement and shall also have the right to continue to
17 extend taxes under any previous authority to levy a tax under
18 Section 17-2.4 of this Code.

19 (b) In those instances, however, when more than 50% of the
20 territory of any unit district was not, immediately prior to
21 its establishment, included within the territory of a high
22 school district that was a signatory to the same joint
23 agreement career and technical ~~vocational~~ education program,
24 then the unit district shall not be deemed upon its
25 establishment to be a signatory to the joint agreement nor

1 shall the unit district be deemed to have the special tax levy
2 rights under Section 17-2.4 of this Code.

3 (c) Nothing in this Section shall be deemed to forbid the
4 unit district from subsequently joining a joint agreement
5 career and technical ~~vocational~~ education program and to
6 thereafter levy a tax under Section 17-2.4 of this Code by
7 following the provisions of Section 17-2.4. In the event that
8 any such unit district should subsequently join any such joint
9 agreement career and technical ~~vocational~~ education program,
10 it shall be entitled to a fair credit, as computed by the State
11 Board of Education, for any capital contributions previously
12 made to the joint agreement career and technical ~~vocational~~
13 education program from taxes levied against the assessed
14 valuation of property situated in any part of the territory
15 included within the unit district.

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

17 (105 ILCS 5/13-41) (from Ch. 122, par. 13-41)

18 Sec. 13-41. The Board of Education for this school district
19 shall be composed of the Director of the Department of Juvenile
20 Justice, 2 members appointed by the Director of the Department
21 of Juvenile Justice and 4 members appointed by the State Board
22 of Education, at least one of whom shall have knowledge of, or
23 experience in, career and technical ~~vocational~~ education and
24 one of whom shall have knowledge of, or experience in, higher
25 and continuing education. All members of the Board shall hold

1 office for a period of 3 years, except that members shall
2 continue to serve until their replacements are appointed.
3 Vacancies shall be filled in like manner for the unexpired
4 balance of the term. The members appointed shall be selected so
5 far as is practicable on the basis of their knowledge of, or
6 experience in, problems of education in correctional,
7 vocational and general educational institutions. Members shall
8 serve without compensation, but shall be reimbursed for
9 reasonable expenses incurred in the performance of their
10 duties.

11 (Source: P.A. 94-696, eff. 6-1-06.)

12 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

13 Sec. 14-8.03. Transition services.

14 (a) For purposes of this Section, "transition services"
15 means a coordinated set of activities for a child with a
16 disability that (i) is designed to be within a results-oriented
17 process that is focused on improving the academic and
18 functional achievement of the child with a disability to
19 facilitate the child's movement from school to post-school
20 activities, including post-secondary education, career and
21 technical ~~vocational~~ education, integrated employment
22 (including supported employment), continuing and adult
23 education, adult services, independent living, or community
24 participation; (ii) is based on the individual child's needs,
25 taking into account the child's strengths, preferences, and

1 interests; and (iii) includes instruction, related services,
2 community experiences, the development of employment and other
3 post-school adult living objectives, and, if appropriate,
4 acquisition of daily living skills, benefits planning, work
5 incentives education, and the provision of a functional
6 vocational evaluation. Transition services for a child with a
7 disability may be special education, if provided as specially
8 designed instruction, or a related service if required to
9 assist a child with a disability to benefit from special
10 education.

11 (a-5) Beginning no later than the first individualized
12 education plan (IEP) in effect when the student turns age 14
13 1/2 (or younger if determined appropriate by the IEP Team) and
14 updated annually thereafter, the IEP must include (i)
15 measurable post-secondary goals based upon age-appropriate
16 transition assessments and other information available
17 regarding the student that are related to training, education,
18 employment, and independent living skills and (ii) the
19 transition services needed to assist the student in reaching
20 those goals, including courses of study.

21 (b) Transition planning must be conducted as part of the
22 IEP process and must be governed by the procedures applicable
23 to the development, review, and revision of the IEP, including
24 notices to the parents and student, parent and student
25 participation, and annual review. To appropriately assess and
26 develop IEP transition goals and transition services for a

1 child with a disability, additional participants may be
2 necessary and may be invited by the school district, parent, or
3 student to participate in the transition planning process.
4 Additional participants may include without limitation a
5 representative from the Department of Human Services or another
6 State agency, a case coordinator, or persons representing other
7 public or community agencies or services, such as adult service
8 providers or public community colleges. The IEP shall identify
9 each person responsible for coordinating and delivering
10 transition services. If the IEP team determines that the
11 student requires transition services from a public or private
12 entity outside of the school district, the IEP team shall
13 identify potential outside resources, assign one or more IEP
14 team members to contact the appropriate outside entities, make
15 the necessary referrals, provide any information and documents
16 necessary to complete the referral, follow up with the entity
17 to ensure that the student has been successfully linked to the
18 entity, and monitor the student's progress to determine if the
19 student's IEP transition goals and benchmarks are being met.
20 The student's IEP shall indicate one or more specific time
21 periods during the school year when the IEP team shall review
22 the services provided by the outside entity and the student's
23 progress in such activities. The public school's
24 responsibility for delivering educational services does not
25 extend beyond the time the student leaves school or when the
26 student's eligibility ends due to age under this Article.

1 (c) A school district shall submit annually a summary of
2 each eligible student's IEP transition goals and transition
3 services resulting from the IEP Team meeting to the appropriate
4 local Transition Planning Committee. If students with
5 disabilities who are ineligible for special education services
6 request transition services, local public school districts
7 shall assist those students by identifying post-secondary
8 school goals, delivering appropriate education services, and
9 coordinating with other agencies and services for assistance.

10 (Source: P.A. 98-517, eff. 8-22-13.)

11 (105 ILCS 5/14C-13) (from Ch. 122, par. 14C-13)

12 Sec. 14C-13. Advisory Council.

13 (a) There is created an Advisory Council on Bilingual
14 Education, consisting of 17 members appointed by the State
15 Superintendent of Education and selected, as nearly as
16 possible, on the basis of experience in or knowledge of the
17 various programs of bilingual education. The Council shall
18 advise the State Superintendent on policy and rules pertaining
19 to bilingual education. The Council shall establish such
20 sub-committees as it deems appropriate to review bilingual
21 education issues including but not limited to certification,
22 finance and special education.

23 Initial appointees shall serve terms determined by lot as
24 follows: 6 for one year, 6 for 2 years and 5 for 3 years.
25 Successors shall serve 3-year terms. Members annually shall

1 select a chairman from among their number. Members shall
2 receive no compensation but may be reimbursed for necessary
3 expenses incurred in the performance of their duties.

4 By no later than December 1, 2011, the Council shall submit
5 a report to the State Superintendent of Education, the
6 Governor, and the General Assembly addressing, at a minimum,
7 the following questions:

8 (1) whether and how the 20 child per attendance center
9 minimum in Section 14C-3 of this Code should be modified;

10 (2) whether and how educator certification
11 requirements in this Article 14C and applicable State Board
12 of Education rules should be modified;

13 (3) whether and how bilingual education requirements
14 in this Article 14C and applicable State Board of Education
15 rules should be modified to address differences between
16 elementary and secondary schools; and

17 (4) whether and how to allow school districts to
18 administer alternative bilingual education programs
19 instead of transitional bilingual education programs.

20 By no later than January 1, 2013, the Council shall submit
21 a report to the State Superintendent of Education, the
22 Governor, and the General Assembly addressing, at a minimum,
23 the following questions:

24 (i) whether and how bilingual education programs
25 should be modified to be more flexible and achieve a higher
26 success rate among Hispanic students in the classroom and

1 on State assessments;

2 (ii) whether and how bilingual education programs
3 should be modified to increase parental involvement
4 including the use of parent academies;

5 (iii) whether and how bilingual education programs
6 should be modified to increase cultural competency through
7 a cultural competency program among bilingual teaching
8 staff; and

9 (iv) whether and how the bilingual parent advisory
10 committees within school districts can be supported in
11 order to increase the opportunities for parents to
12 effectively express their views concerning the planning,
13 operation, and evaluation of bilingual education programs.

14 (b) For the purpose of this Section:

15 "Parent academies" means a series of parent development
16 opportunities delivered throughout the school year to increase
17 parents' ability to successfully navigate the education system
18 and monitor their children's education. Parent academies are
19 specifically designed for parents of students who are enrolled
20 in any of the English ~~Language~~ Learner programs and are to be
21 provided after work hours in the parents' native language. At a
22 minimum, parent academies shall allow participants to do the
23 following:

24 (1) understand and use their children's standardized
25 tests to effectively advocate for their children's
26 academic success;

1 (2) learn home strategies to increase their children's
2 reading proficiency;

3 (3) promote homework completion as a successful daily
4 routine;

5 (4) establish a positive and productive connection
6 with their children's schools and teachers; and

7 (5) build the character traits that lead to academic
8 success, such as responsibility, persistence, a hard-work
9 ethic, and the ability to delay gratification.

10 "Cultural competency program" means a staff development
11 opportunity to increase the school staffs' ability to meet the
12 social, emotional, and academic needs of culturally and
13 linguistically diverse students and, at a minimum, allows
14 participants to do the following:

15 (i) discuss the impact that our constantly changing,
16 highly technological and globalist society is having on
17 Illinois' public education system;

18 (ii) analyze international, national, State, county,
19 district, and local students' performance data and the
20 achievement gaps that persistently exist between groups;

21 (iii) realize the benefits and challenges of reaching
22 proficiency in cultural competency;

23 (iv) engage in conversations that lead to
24 self-awareness and greater insight regarding diversity;
25 and

26 (v) learn strategies for building student-teacher

1 relationships and making instruction more comprehensible
2 and relevant for all students.

3 (Source: P.A. 97-305, eff. 1-1-12; 97-915, eff. 1-1-13.)

4 (105 ILCS 5/17-2.4) (from Ch. 122, par. 17-2.4)

5 Sec. 17-2.4. Tax for area career and technical ~~vocational~~
6 education building programs. The school board of any district
7 having a population of less than 500,000 inhabitants may, by
8 proper resolution, levy an annual tax of not more than .05%
9 upon the value as equalized or assessed by the Department of
10 Revenue for such purpose, and may accumulate such tax for not
11 more than 5 years, for area career and technical ~~vocational~~
12 education building purposes, including the purposes authorized
13 by Section 10-22.31b of this Act, upon condition that there are
14 not sufficient funds available in the operations and
15 maintenance fund of the district to pay the cost thereof. Such
16 tax shall not be levied without prior approval of the State
17 Superintendent of Education and prior approval by a majority of
18 the electors voting upon the proposition at an election, the
19 proposition having been certified by the secretary of the
20 school board to the proper election authorities for submission
21 to the electorate in accordance with the general election law.

22 When the school boards of two or more districts enter into
23 a joint agreement for an area career and technical ~~vocational~~
24 education building program under Section 10-22.31b their
25 agreement may provide, or may be amended to provide, that the

1 question of the levy of the tax authorized by this Section
2 shall be certified to the proper election authorities, for
3 submission to the voters of all of the participating districts
4 in accordance with the general election law, in the same
5 election and that the approval of that levy by a majority of
6 the electors voting upon the proposition in the area comprised
7 of the participating districts, considered as a whole, shall be
8 deemed to authorize that levy in each participating district
9 without regard to the passage or failure of the proposition in
10 any district considered separately. However, the school board
11 of any district may withdraw from the joint agreement by reason
12 of the failure of the electors of that district to approve the
13 proposed levy.

14 (Source: P.A. 86-970.)

15 (105 ILCS 5/18-8.05)

16 Sec. 18-8.05. Basis for apportionment of general State
17 financial aid and supplemental general State aid to the common
18 schools for the 1998-1999 through the 2016-2017 school years.

19 (A) General Provisions.

20 (1) The provisions of this Section relating to the
21 calculation and apportionment of general State financial aid
22 and supplemental general State aid apply to the 1998-1999
23 through the 2016-2017 school years. The system of general State
24 financial aid provided for in this Section is designed to

1 assure that, through a combination of State financial aid and
2 required local resources, the financial support provided each
3 pupil in Average Daily Attendance equals or exceeds a
4 prescribed per pupil Foundation Level. This formula approach
5 imputes a level of per pupil Available Local Resources and
6 provides for the basis to calculate a per pupil level of
7 general State financial aid that, when added to Available Local
8 Resources, equals or exceeds the Foundation Level. The amount
9 of per pupil general State financial aid for school districts,
10 in general, varies in inverse relation to Available Local
11 Resources. Per pupil amounts are based upon each school
12 district's Average Daily Attendance as that term is defined in
13 this Section.

14 (2) In addition to general State financial aid, school
15 districts with specified levels or concentrations of pupils
16 from low income households are eligible to receive supplemental
17 general State financial aid grants as provided pursuant to
18 subsection (H). The supplemental State aid grants provided for
19 school districts under subsection (H) shall be appropriated for
20 distribution to school districts as part of the same line item
21 in which the general State financial aid of school districts is
22 appropriated under this Section.

23 (3) To receive financial assistance under this Section,
24 school districts are required to file claims with the State
25 Board of Education, subject to the following requirements:

26 (a) Any school district which fails for any given

1 school year to maintain school as required by law, or to
2 maintain a recognized school is not eligible to file for
3 such school year any claim upon the Common School Fund. In
4 case of nonrecognition of one or more attendance centers in
5 a school district otherwise operating recognized schools,
6 the claim of the district shall be reduced in the
7 proportion which the Average Daily Attendance in the
8 attendance center or centers bear to the Average Daily
9 Attendance in the school district. A "recognized school"
10 means any public school which meets the standards as
11 established for recognition by the State Board of
12 Education. A school district or attendance center not
13 having recognition status at the end of a school term is
14 entitled to receive State aid payments due upon a legal
15 claim which was filed while it was recognized.

16 (b) School district claims filed under this Section are
17 subject to Sections 18-9 and 18-12, except as otherwise
18 provided in this Section.

19 (c) If a school district operates a full year school
20 under Section 10-19.1, the general State aid to the school
21 district shall be determined by the State Board of
22 Education in accordance with this Section as near as may be
23 applicable.

24 (d) (Blank).

25 (4) Except as provided in subsections (H) and (L), the
26 board of any district receiving any of the grants provided for

1 in this Section may apply those funds to any fund so received
2 for which that board is authorized to make expenditures by law.

3 School districts are not required to exert a minimum
4 Operating Tax Rate in order to qualify for assistance under
5 this Section.

6 (5) As used in this Section the following terms, when
7 capitalized, shall have the meaning ascribed herein:

8 (a) "Average Daily Attendance": A count of pupil
9 attendance in school, averaged as provided for in
10 subsection (C) and utilized in deriving per pupil financial
11 support levels.

12 (b) "Available Local Resources": A computation of
13 local financial support, calculated on the basis of Average
14 Daily Attendance and derived as provided pursuant to
15 subsection (D).

16 (c) "Corporate Personal Property Replacement Taxes":
17 Funds paid to local school districts pursuant to "An Act in
18 relation to the abolition of ad valorem personal property
19 tax and the replacement of revenues lost thereby, and
20 amending and repealing certain Acts and parts of Acts in
21 connection therewith", certified August 14, 1979, as
22 amended (Public Act 81-1st S.S.-1).

23 (d) "Foundation Level": A prescribed level of per pupil
24 financial support as provided for in subsection (B).

25 (e) "Operating Tax Rate": All school district property
26 taxes extended for all purposes, except Bond and Interest,

1 Summer School, Rent, Capital Improvement, and Career and
2 Technical ~~Vocational~~ Education Building purposes.

3 (B) Foundation Level.

4 (1) The Foundation Level is a figure established by the
5 State representing the minimum level of per pupil financial
6 support that should be available to provide for the basic
7 education of each pupil in Average Daily Attendance. As set
8 forth in this Section, each school district is assumed to exert
9 a sufficient local taxing effort such that, in combination with
10 the aggregate of general State financial aid provided the
11 district, an aggregate of State and local resources are
12 available to meet the basic education needs of pupils in the
13 district.

14 (2) For the 1998-1999 school year, the Foundation Level of
15 support is \$4,225. For the 1999-2000 school year, the
16 Foundation Level of support is \$4,325. For the 2000-2001 school
17 year, the Foundation Level of support is \$4,425. For the
18 2001-2002 school year and 2002-2003 school year, the Foundation
19 Level of support is \$4,560. For the 2003-2004 school year, the
20 Foundation Level of support is \$4,810. For the 2004-2005 school
21 year, the Foundation Level of support is \$4,964. For the
22 2005-2006 school year, the Foundation Level of support is
23 \$5,164. For the 2006-2007 school year, the Foundation Level of
24 support is \$5,334. For the 2007-2008 school year, the
25 Foundation Level of support is \$5,734. For the 2008-2009 school

1 year, the Foundation Level of support is \$5,959.

2 (3) For the 2009-2010 school year and each school year
3 thereafter, the Foundation Level of support is \$6,119 or such
4 greater amount as may be established by law by the General
5 Assembly.

6 (C) Average Daily Attendance.

7 (1) For purposes of calculating general State aid pursuant
8 to subsection (E), an Average Daily Attendance figure shall be
9 utilized. The Average Daily Attendance figure for formula
10 calculation purposes shall be the monthly average of the actual
11 number of pupils in attendance of each school district, as
12 further averaged for the best 3 months of pupil attendance for
13 each school district. In compiling the figures for the number
14 of pupils in attendance, school districts and the State Board
15 of Education shall, for purposes of general State aid funding,
16 conform attendance figures to the requirements of subsection
17 (F).

18 (2) The Average Daily Attendance figures utilized in
19 subsection (E) shall be the requisite attendance data for the
20 school year immediately preceding the school year for which
21 general State aid is being calculated or the average of the
22 attendance data for the 3 preceding school years, whichever is
23 greater. The Average Daily Attendance figures utilized in
24 subsection (H) shall be the requisite attendance data for the
25 school year immediately preceding the school year for which

1 general State aid is being calculated.

2 (D) Available Local Resources.

3 (1) For purposes of calculating general State aid pursuant
4 to subsection (E), a representation of Available Local
5 Resources per pupil, as that term is defined and determined in
6 this subsection, shall be utilized. Available Local Resources
7 per pupil shall include a calculated dollar amount representing
8 local school district revenues from local property taxes and
9 from Corporate Personal Property Replacement Taxes, expressed
10 on the basis of pupils in Average Daily Attendance. Calculation
11 of Available Local Resources shall exclude any tax amnesty
12 funds received as a result of Public Act 93-26.

13 (2) In determining a school district's revenue from local
14 property taxes, the State Board of Education shall utilize the
15 equalized assessed valuation of all taxable property of each
16 school district as of September 30 of the previous year. The
17 equalized assessed valuation utilized shall be obtained and
18 determined as provided in subsection (G).

19 (3) For school districts maintaining grades kindergarten
20 through 12, local property tax revenues per pupil shall be
21 calculated as the product of the applicable equalized assessed
22 valuation for the district multiplied by 3.00%, and divided by
23 the district's Average Daily Attendance figure. For school
24 districts maintaining grades kindergarten through 8, local
25 property tax revenues per pupil shall be calculated as the

1 product of the applicable equalized assessed valuation for the
2 district multiplied by 2.30%, and divided by the district's
3 Average Daily Attendance figure. For school districts
4 maintaining grades 9 through 12, local property tax revenues
5 per pupil shall be the applicable equalized assessed valuation
6 of the district multiplied by 1.05%, and divided by the
7 district's Average Daily Attendance figure.

8 For partial elementary unit districts created pursuant to
9 Article 11E of this Code, local property tax revenues per pupil
10 shall be calculated as the product of the equalized assessed
11 valuation for property within the partial elementary unit
12 district for elementary purposes, as defined in Article 11E of
13 this Code, multiplied by 2.06% and divided by the district's
14 Average Daily Attendance figure, plus the product of the
15 equalized assessed valuation for property within the partial
16 elementary unit district for high school purposes, as defined
17 in Article 11E of this Code, multiplied by 0.94% and divided by
18 the district's Average Daily Attendance figure.

19 (4) The Corporate Personal Property Replacement Taxes paid
20 to each school district during the calendar year one year
21 before the calendar year in which a school year begins, divided
22 by the Average Daily Attendance figure for that district, shall
23 be added to the local property tax revenues per pupil as
24 derived by the application of the immediately preceding
25 paragraph (3). The sum of these per pupil figures for each
26 school district shall constitute Available Local Resources as

1 that term is utilized in subsection (E) in the calculation of
2 general State aid.

3 (E) Computation of General State Aid.

4 (1) For each school year, the amount of general State aid
5 allotted to a school district shall be computed by the State
6 Board of Education as provided in this subsection.

7 (2) For any school district for which Available Local
8 Resources per pupil is less than the product of 0.93 times the
9 Foundation Level, general State aid for that district shall be
10 calculated as an amount equal to the Foundation Level minus
11 Available Local Resources, multiplied by the Average Daily
12 Attendance of the school district.

13 (3) For any school district for which Available Local
14 Resources per pupil is equal to or greater than the product of
15 0.93 times the Foundation Level and less than the product of
16 1.75 times the Foundation Level, the general State aid per
17 pupil shall be a decimal proportion of the Foundation Level
18 derived using a linear algorithm. Under this linear algorithm,
19 the calculated general State aid per pupil shall decline in
20 direct linear fashion from 0.07 times the Foundation Level for
21 a school district with Available Local Resources equal to the
22 product of 0.93 times the Foundation Level, to 0.05 times the
23 Foundation Level for a school district with Available Local
24 Resources equal to the product of 1.75 times the Foundation
25 Level. The allocation of general State aid for school districts

1 subject to this paragraph 3 shall be the calculated general
2 State aid per pupil figure multiplied by the Average Daily
3 Attendance of the school district.

4 (4) For any school district for which Available Local
5 Resources per pupil equals or exceeds the product of 1.75 times
6 the Foundation Level, the general State aid for the school
7 district shall be calculated as the product of \$218 multiplied
8 by the Average Daily Attendance of the school district.

9 (5) The amount of general State aid allocated to a school
10 district for the 1999-2000 school year meeting the requirements
11 set forth in paragraph (4) of subsection (G) shall be increased
12 by an amount equal to the general State aid that would have
13 been received by the district for the 1998-1999 school year by
14 utilizing the Extension Limitation Equalized Assessed
15 Valuation as calculated in paragraph (4) of subsection (G) less
16 the general State aid allotted for the 1998-1999 school year.
17 This amount shall be deemed a one time increase, and shall not
18 affect any future general State aid allocations.

19 (F) Compilation of Average Daily Attendance.

20 (1) Each school district shall, by July 1 of each year,
21 submit to the State Board of Education, on forms prescribed by
22 the State Board of Education, attendance figures for the school
23 year that began in the preceding calendar year. The attendance
24 information so transmitted shall identify the average daily
25 attendance figures for each month of the school year for each

1 grade level served. Beginning with the general State aid claim
2 form for the 2002-2003 school year, districts shall calculate
3 Average Daily Attendance as provided in subdivisions (a), (b),
4 and (c) of this paragraph (1).

5 (a) In districts that do not hold year-round classes,
6 days of attendance in August shall be added to the month of
7 September and any days of attendance in June shall be added
8 to the month of May.

9 (b) In districts in which all buildings hold year-round
10 classes, days of attendance in July and August shall be
11 added to the month of September and any days of attendance
12 in June shall be added to the month of May.

13 (c) In districts in which some buildings, but not all,
14 hold year-round classes, for the non-year-round buildings,
15 days of attendance in August shall be added to the month of
16 September and any days of attendance in June shall be added
17 to the month of May. The average daily attendance for the
18 year-round buildings shall be computed as provided in
19 subdivision (b) of this paragraph (1). To calculate the
20 Average Daily Attendance for the district, the average
21 daily attendance for the year-round buildings shall be
22 multiplied by the days in session for the non-year-round
23 buildings for each month and added to the monthly
24 attendance of the non-year-round buildings.

25 Except as otherwise provided in this Section, days of
26 attendance by pupils shall be counted only for sessions of not

1 less than 5 clock hours of school work per day under direct
2 supervision of: (i) teachers, or (ii) non-teaching personnel or
3 volunteer personnel when engaging in non-teaching duties and
4 supervising in those instances specified in subsection (a) of
5 Section 10-22.34 and paragraph 10 of Section 34-18, with pupils
6 of legal school age and in kindergarten and grades 1 through
7 12. Days of attendance by pupils through verified participation
8 in an e-learning program approved by the State Board of
9 Education under Section 10-20.56 of the Code shall be
10 considered as full days of attendance for purposes of this
11 Section.

12 Days of attendance by tuition pupils shall be accredited
13 only to the districts that pay the tuition to a recognized
14 school.

15 (2) Days of attendance by pupils of less than 5 clock hours
16 of school shall be subject to the following provisions in the
17 compilation of Average Daily Attendance.

18 (a) Pupils regularly enrolled in a public school for
19 only a part of the school day may be counted on the basis
20 of 1/6 day for every class hour of instruction of 40
21 minutes or more attended pursuant to such enrollment,
22 unless a pupil is enrolled in a block-schedule format of 80
23 minutes or more of instruction, in which case the pupil may
24 be counted on the basis of the proportion of minutes of
25 school work completed each day to the minimum number of
26 minutes that school work is required to be held that day.

1 (b) (Blank).

2 (c) A session of 4 or more clock hours may be counted
3 as a day of attendance upon certification by the regional
4 superintendent, and approved by the State Superintendent
5 of Education to the extent that the district has been
6 forced to use daily multiple sessions.

7 (d) A session of 3 or more clock hours may be counted
8 as a day of attendance (1) when the remainder of the school
9 day or at least 2 hours in the evening of that day is
10 utilized for an in-service training program for teachers,
11 up to a maximum of 5 days per school year, provided a
12 district conducts an in-service training program for
13 teachers in accordance with Section 10-22.39 of this Code;
14 or, in lieu of 4 such days, 2 full days may be used, in
15 which event each such day may be counted as a day required
16 for a legal school calendar pursuant to Section 10-19 of
17 this Code; (1.5) when, of the 5 days allowed under item
18 (1), a maximum of 4 days are used for parent-teacher
19 conferences, or, in lieu of 4 such days, 2 full days are
20 used, in which case each such day may be counted as a
21 calendar day required under Section 10-19 of this Code,
22 provided that the full-day, parent-teacher conference
23 consists of (i) a minimum of 5 clock hours of
24 parent-teacher conferences, (ii) both a minimum of 2 clock
25 hours of parent-teacher conferences held in the evening
26 following a full day of student attendance, as specified in

1 subsection (F)(1)(c), and a minimum of 3 clock hours of
2 parent-teacher conferences held on the day immediately
3 following evening parent-teacher conferences, or (iii)
4 multiple parent-teacher conferences held in the evenings
5 following full days of student attendance, as specified in
6 subsection (F)(1)(c), in which the time used for the
7 parent-teacher conferences is equivalent to a minimum of 5
8 clock hours; and (2) when days in addition to those
9 provided in items (1) and (1.5) are scheduled by a school
10 pursuant to its school improvement plan adopted under
11 Article 34 or its revised or amended school improvement
12 plan adopted under Article 2, provided that (i) such
13 sessions of 3 or more clock hours are scheduled to occur at
14 regular intervals, (ii) the remainder of the school days in
15 which such sessions occur are utilized for in-service
16 training programs or other staff development activities
17 for teachers, and (iii) a sufficient number of minutes of
18 school work under the direct supervision of teachers are
19 added to the school days between such regularly scheduled
20 sessions to accumulate not less than the number of minutes
21 by which such sessions of 3 or more clock hours fall short
22 of 5 clock hours. Any full days used for the purposes of
23 this paragraph shall not be considered for computing
24 average daily attendance. Days scheduled for in-service
25 training programs, staff development activities, or
26 parent-teacher conferences may be scheduled separately for

1 different grade levels and different attendance centers of
2 the district.

3 (e) A session of not less than one clock hour of
4 teaching hospitalized or homebound pupils on-site or by
5 telephone to the classroom may be counted as 1/2 day of
6 attendance, however these pupils must receive 4 or more
7 clock hours of instruction to be counted for a full day of
8 attendance.

9 (f) A session of at least 4 clock hours may be counted
10 as a day of attendance for first grade pupils, and pupils
11 in full day kindergartens, and a session of 2 or more hours
12 may be counted as 1/2 day of attendance by pupils in
13 kindergartens which provide only 1/2 day of attendance.

14 (g) For children with disabilities who are below the
15 age of 6 years and who cannot attend 2 or more clock hours
16 because of their disability or immaturity, a session of not
17 less than one clock hour may be counted as 1/2 day of
18 attendance; however for such children whose educational
19 needs so require a session of 4 or more clock hours may be
20 counted as a full day of attendance.

21 (h) A recognized kindergarten which provides for only
22 1/2 day of attendance by each pupil shall not have more
23 than 1/2 day of attendance counted in any one day. However,
24 kindergartens may count 2 1/2 days of attendance in any 5
25 consecutive school days. When a pupil attends such a
26 kindergarten for 2 half days on any one school day, the

1 pupil shall have the following day as a day absent from
2 school, unless the school district obtains permission in
3 writing from the State Superintendent of Education.
4 Attendance at kindergartens which provide for a full day of
5 attendance by each pupil shall be counted the same as
6 attendance by first grade pupils. Only the first year of
7 attendance in one kindergarten shall be counted, except in
8 case of children who entered the kindergarten in their
9 fifth year whose educational development requires a second
10 year of kindergarten as determined under the rules and
11 regulations of the State Board of Education.

12 (i) On the days when the assessment that includes a
13 college and career ready determination is administered
14 under subsection (c) of Section 2-3.64a-5 of this Code, the
15 day of attendance for a pupil whose school day must be
16 shortened to accommodate required testing procedures may
17 be less than 5 clock hours and shall be counted towards the
18 176 days of actual pupil attendance required under Section
19 10-19 of this Code, provided that a sufficient number of
20 minutes of school work in excess of 5 clock hours are first
21 completed on other school days to compensate for the loss
22 of school work on the examination days.

23 (j) Pupils enrolled in a remote educational program
24 established under Section 10-29 of this Code may be counted
25 on the basis of one-fifth day of attendance for every clock
26 hour of instruction attended in the remote educational

1 program, provided that, in any month, the school district
2 may not claim for a student enrolled in a remote
3 educational program more days of attendance than the
4 maximum number of days of attendance the district can claim
5 (i) for students enrolled in a building holding year-round
6 classes if the student is classified as participating in
7 the remote educational program on a year-round schedule or
8 (ii) for students enrolled in a building not holding
9 year-round classes if the student is not classified as
10 participating in the remote educational program on a
11 year-round schedule.

12 (G) Equalized Assessed Valuation Data.

13 (1) For purposes of the calculation of Available Local
14 Resources required pursuant to subsection (D), the State Board
15 of Education shall secure from the Department of Revenue the
16 value as equalized or assessed by the Department of Revenue of
17 all taxable property of every school district, together with
18 (i) the applicable tax rate used in extending taxes for the
19 funds of the district as of September 30 of the previous year
20 and (ii) the limiting rate for all school districts subject to
21 property tax extension limitations as imposed under the
22 Property Tax Extension Limitation Law.

23 The Department of Revenue shall add to the equalized
24 assessed value of all taxable property of each school district
25 situated entirely or partially within a county that is or was

1 subject to the provisions of Section 15-176 or 15-177 of the
2 Property Tax Code (a) an amount equal to the total amount by
3 which the homestead exemption allowed under Section 15-176 or
4 15-177 of the Property Tax Code for real property situated in
5 that school district exceeds the total amount that would have
6 been allowed in that school district if the maximum reduction
7 under Section 15-176 was (i) \$4,500 in Cook County or \$3,500 in
8 all other counties in tax year 2003 or (ii) \$5,000 in all
9 counties in tax year 2004 and thereafter and (b) an amount
10 equal to the aggregate amount for the taxable year of all
11 additional exemptions under Section 15-175 of the Property Tax
12 Code for owners with a household income of \$30,000 or less. The
13 county clerk of any county that is or was subject to the
14 provisions of Section 15-176 or 15-177 of the Property Tax Code
15 shall annually calculate and certify to the Department of
16 Revenue for each school district all homestead exemption
17 amounts under Section 15-176 or 15-177 of the Property Tax Code
18 and all amounts of additional exemptions under Section 15-175
19 of the Property Tax Code for owners with a household income of
20 \$30,000 or less. It is the intent of this paragraph that if the
21 general homestead exemption for a parcel of property is
22 determined under Section 15-176 or 15-177 of the Property Tax
23 Code rather than Section 15-175, then the calculation of
24 Available Local Resources shall not be affected by the
25 difference, if any, between the amount of the general homestead
26 exemption allowed for that parcel of property under Section

1 15-176 or 15-177 of the Property Tax Code and the amount that
2 would have been allowed had the general homestead exemption for
3 that parcel of property been determined under Section 15-175 of
4 the Property Tax Code. It is further the intent of this
5 paragraph that if additional exemptions are allowed under
6 Section 15-175 of the Property Tax Code for owners with a
7 household income of less than \$30,000, then the calculation of
8 Available Local Resources shall not be affected by the
9 difference, if any, because of those additional exemptions.

10 This equalized assessed valuation, as adjusted further by
11 the requirements of this subsection, shall be utilized in the
12 calculation of Available Local Resources.

13 (2) The equalized assessed valuation in paragraph (1) shall
14 be adjusted, as applicable, in the following manner:

15 (a) For the purposes of calculating State aid under
16 this Section, with respect to any part of a school district
17 within a redevelopment project area in respect to which a
18 municipality has adopted tax increment allocation
19 financing pursuant to the Tax Increment Allocation
20 Redevelopment Act, Sections 11-74.4-1 through 11-74.4-11
21 of the Illinois Municipal Code or the Industrial Jobs
22 Recovery Law, Sections 11-74.6-1 through 11-74.6-50 of the
23 Illinois Municipal Code, no part of the current equalized
24 assessed valuation of real property located in any such
25 project area which is attributable to an increase above the
26 total initial equalized assessed valuation of such

1 property shall be used as part of the equalized assessed
2 valuation of the district, until such time as all
3 redevelopment project costs have been paid, as provided in
4 Section 11-74.4-8 of the Tax Increment Allocation
5 Redevelopment Act or in Section 11-74.6-35 of the
6 Industrial Jobs Recovery Law. For the purpose of the
7 equalized assessed valuation of the district, the total
8 initial equalized assessed valuation or the current
9 equalized assessed valuation, whichever is lower, shall be
10 used until such time as all redevelopment project costs
11 have been paid.

12 (b) The real property equalized assessed valuation for
13 a school district shall be adjusted by subtracting from the
14 real property value as equalized or assessed by the
15 Department of Revenue for the district an amount computed
16 by dividing the amount of any abatement of taxes under
17 Section 18-170 of the Property Tax Code by 3.00% for a
18 district maintaining grades kindergarten through 12, by
19 2.30% for a district maintaining grades kindergarten
20 through 8, or by 1.05% for a district maintaining grades 9
21 through 12 and adjusted by an amount computed by dividing
22 the amount of any abatement of taxes under subsection (a)
23 of Section 18-165 of the Property Tax Code by the same
24 percentage rates for district type as specified in this
25 subparagraph (b).

26 (3) For the 1999-2000 school year and each school year

1 thereafter, if a school district meets all of the criteria of
2 this subsection (G) (3), the school district's Available Local
3 Resources shall be calculated under subsection (D) using the
4 district's Extension Limitation Equalized Assessed Valuation
5 as calculated under this subsection (G) (3).

6 For purposes of this subsection (G) (3) the following terms
7 shall have the following meanings:

8 "Budget Year": The school year for which general State
9 aid is calculated and awarded under subsection (E).

10 "Base Tax Year": The property tax levy year used to
11 calculate the Budget Year allocation of general State aid.

12 "Preceding Tax Year": The property tax levy year
13 immediately preceding the Base Tax Year.

14 "Base Tax Year's Tax Extension": The product of the
15 equalized assessed valuation utilized by the County Clerk
16 in the Base Tax Year multiplied by the limiting rate as
17 calculated by the County Clerk and defined in the Property
18 Tax Extension Limitation Law.

19 "Preceding Tax Year's Tax Extension": The product of
20 the equalized assessed valuation utilized by the County
21 Clerk in the Preceding Tax Year multiplied by the Operating
22 Tax Rate as defined in subsection (A).

23 "Extension Limitation Ratio": A numerical ratio,
24 certified by the County Clerk, in which the numerator is
25 the Base Tax Year's Tax Extension and the denominator is
26 the Preceding Tax Year's Tax Extension.

1 "Operating Tax Rate": The operating tax rate as defined
2 in subsection (A).

3 If a school district is subject to property tax extension
4 limitations as imposed under the Property Tax Extension
5 Limitation Law, the State Board of Education shall calculate
6 the Extension Limitation Equalized Assessed Valuation of that
7 district. For the 1999-2000 school year, the Extension
8 Limitation Equalized Assessed Valuation of a school district as
9 calculated by the State Board of Education shall be equal to
10 the product of the district's 1996 Equalized Assessed Valuation
11 and the district's Extension Limitation Ratio. Except as
12 otherwise provided in this paragraph for a school district that
13 has approved or does approve an increase in its limiting rate,
14 for the 2000-2001 school year and each school year thereafter,
15 the Extension Limitation Equalized Assessed Valuation of a
16 school district as calculated by the State Board of Education
17 shall be equal to the product of the Equalized Assessed
18 Valuation last used in the calculation of general State aid and
19 the district's Extension Limitation Ratio. If the Extension
20 Limitation Equalized Assessed Valuation of a school district as
21 calculated under this subsection (G)(3) is less than the
22 district's equalized assessed valuation as calculated pursuant
23 to subsections (G)(1) and (G)(2), then for purposes of
24 calculating the district's general State aid for the Budget
25 Year pursuant to subsection (E), that Extension Limitation
26 Equalized Assessed Valuation shall be utilized to calculate the

1 district's Available Local Resources under subsection (D). For
2 the 2009-2010 school year and each school year thereafter, if a
3 school district has approved or does approve an increase in its
4 limiting rate, pursuant to Section 18-190 of the Property Tax
5 Code, affecting the Base Tax Year, the Extension Limitation
6 Equalized Assessed Valuation of the school district, as
7 calculated by the State Board of Education, shall be equal to
8 the product of the Equalized Assessed Valuation last used in
9 the calculation of general State aid times an amount equal to
10 one plus the percentage increase, if any, in the Consumer Price
11 Index for all Urban Consumers for all items published by the
12 United States Department of Labor for the 12-month calendar
13 year preceding the Base Tax Year, plus the Equalized Assessed
14 Valuation of new property, annexed property, and recovered tax
15 increment value and minus the Equalized Assessed Valuation of
16 disconnected property. New property and recovered tax
17 increment value shall have the meanings set forth in the
18 Property Tax Extension Limitation Law.

19 Partial elementary unit districts created in accordance
20 with Article 11E of this Code shall not be eligible for the
21 adjustment in this subsection (G)(3) until the fifth year
22 following the effective date of the reorganization.

23 (3.5) For the 2010-2011 school year and each school year
24 thereafter, if a school district's boundaries span multiple
25 counties, then the Department of Revenue shall send to the
26 State Board of Education, for the purpose of calculating

1 general State aid, the limiting rate and individual rates by
2 purpose for the county that contains the majority of the school
3 district's Equalized Assessed Valuation.

4 (4) For the purposes of calculating general State aid for
5 the 1999-2000 school year only, if a school district
6 experienced a triennial reassessment on the equalized assessed
7 valuation used in calculating its general State financial aid
8 apportionment for the 1998-1999 school year, the State Board of
9 Education shall calculate the Extension Limitation Equalized
10 Assessed Valuation that would have been used to calculate the
11 district's 1998-1999 general State aid. This amount shall equal
12 the product of the equalized assessed valuation used to
13 calculate general State aid for the 1997-1998 school year and
14 the district's Extension Limitation Ratio. If the Extension
15 Limitation Equalized Assessed Valuation of the school district
16 as calculated under this paragraph (4) is less than the
17 district's equalized assessed valuation utilized in
18 calculating the district's 1998-1999 general State aid
19 allocation, then for purposes of calculating the district's
20 general State aid pursuant to paragraph (5) of subsection (E),
21 that Extension Limitation Equalized Assessed Valuation shall
22 be utilized to calculate the district's Available Local
23 Resources.

24 (5) For school districts having a majority of their
25 equalized assessed valuation in any county except Cook, DuPage,
26 Kane, Lake, McHenry, or Will, if the amount of general State

1 aid allocated to the school district for the 1999-2000 school
2 year under the provisions of subsection (E), (H), and (J) of
3 this Section is less than the amount of general State aid
4 allocated to the district for the 1998-1999 school year under
5 these subsections, then the general State aid of the district
6 for the 1999-2000 school year only shall be increased by the
7 difference between these amounts. The total payments made under
8 this paragraph (5) shall not exceed \$14,000,000. Claims shall
9 be prorated if they exceed \$14,000,000.

10 (H) Supplemental General State Aid.

11 (1) In addition to the general State aid a school district
12 is allotted pursuant to subsection (E), qualifying school
13 districts shall receive a grant, paid in conjunction with a
14 district's payments of general State aid, for supplemental
15 general State aid based upon the concentration level of
16 children from low-income households within the school
17 district. Supplemental State aid grants provided for school
18 districts under this subsection shall be appropriated for
19 distribution to school districts as part of the same line item
20 in which the general State financial aid of school districts is
21 appropriated under this Section.

22 (1.5) This paragraph (1.5) applies only to those school
23 years preceding the 2003-2004 school year. For purposes of this
24 subsection (H), the term "Low-Income Concentration Level"
25 shall be the low-income eligible pupil count from the most

1 recently available federal census divided by the Average Daily
2 Attendance of the school district. If, however, (i) the
3 percentage decrease from the 2 most recent federal censuses in
4 the low-income eligible pupil count of a high school district
5 with fewer than 400 students exceeds by 75% or more the
6 percentage change in the total low-income eligible pupil count
7 of contiguous elementary school districts, whose boundaries
8 are coterminous with the high school district, or (ii) a high
9 school district within 2 counties and serving 5 elementary
10 school districts, whose boundaries are coterminous with the
11 high school district, has a percentage decrease from the 2 most
12 recent federal censuses in the low-income eligible pupil count
13 and there is a percentage increase in the total low-income
14 eligible pupil count of a majority of the elementary school
15 districts in excess of 50% from the 2 most recent federal
16 censuses, then the high school district's low-income eligible
17 pupil count from the earlier federal census shall be the number
18 used as the low-income eligible pupil count for the high school
19 district, for purposes of this subsection (H). The changes made
20 to this paragraph (1) by Public Act 92-28 shall apply to
21 supplemental general State aid grants for school years
22 preceding the 2003-2004 school year that are paid in fiscal
23 year 1999 or thereafter and to any State aid payments made in
24 fiscal year 1994 through fiscal year 1998 pursuant to
25 subsection 1(n) of Section 18-8 of this Code (which was
26 repealed on July 1, 1998), and any high school district that is

1 affected by Public Act 92-28 is entitled to a recomputation of
2 its supplemental general State aid grant or State aid paid in
3 any of those fiscal years. This recomputation shall not be
4 affected by any other funding.

5 (1.10) This paragraph (1.10) applies to the 2003-2004
6 school year and each school year thereafter through the
7 2016-2017 school year. For purposes of this subsection (H), the
8 term "Low-Income Concentration Level" shall, for each fiscal
9 year, be the low-income eligible pupil count as of July 1 of
10 the immediately preceding fiscal year (as determined by the
11 Department of Human Services based on the number of pupils who
12 are eligible for at least one of the following low income
13 programs: Medicaid, the Children's Health Insurance Program,
14 TANF, or Food Stamps, excluding pupils who are eligible for
15 services provided by the Department of Children and Family
16 Services, averaged over the 2 immediately preceding fiscal
17 years for fiscal year 2004 and over the 3 immediately preceding
18 fiscal years for each fiscal year thereafter) divided by the
19 Average Daily Attendance of the school district.

20 (2) Supplemental general State aid pursuant to this
21 subsection (H) shall be provided as follows for the 1998-1999,
22 1999-2000, and 2000-2001 school years only:

23 (a) For any school district with a Low Income
24 Concentration Level of at least 20% and less than 35%, the
25 grant for any school year shall be \$800 multiplied by the
26 low income eligible pupil count.

1 (b) For any school district with a Low Income
2 Concentration Level of at least 35% and less than 50%, the
3 grant for the 1998-1999 school year shall be \$1,100
4 multiplied by the low income eligible pupil count.

5 (c) For any school district with a Low Income
6 Concentration Level of at least 50% and less than 60%, the
7 grant for the 1998-99 school year shall be \$1,500
8 multiplied by the low income eligible pupil count.

9 (d) For any school district with a Low Income
10 Concentration Level of 60% or more, the grant for the
11 1998-99 school year shall be \$1,900 multiplied by the low
12 income eligible pupil count.

13 (e) For the 1999-2000 school year, the per pupil amount
14 specified in subparagraphs (b), (c), and (d) immediately
15 above shall be increased to \$1,243, \$1,600, and \$2,000,
16 respectively.

17 (f) For the 2000-2001 school year, the per pupil
18 amounts specified in subparagraphs (b), (c), and (d)
19 immediately above shall be \$1,273, \$1,640, and \$2,050,
20 respectively.

21 (2.5) Supplemental general State aid pursuant to this
22 subsection (H) shall be provided as follows for the 2002-2003
23 school year:

24 (a) For any school district with a Low Income
25 Concentration Level of less than 10%, the grant for each
26 school year shall be \$355 multiplied by the low income

1 eligible pupil count.

2 (b) For any school district with a Low Income
3 Concentration Level of at least 10% and less than 20%, the
4 grant for each school year shall be \$675 multiplied by the
5 low income eligible pupil count.

6 (c) For any school district with a Low Income
7 Concentration Level of at least 20% and less than 35%, the
8 grant for each school year shall be \$1,330 multiplied by
9 the low income eligible pupil count.

10 (d) For any school district with a Low Income
11 Concentration Level of at least 35% and less than 50%, the
12 grant for each school year shall be \$1,362 multiplied by
13 the low income eligible pupil count.

14 (e) For any school district with a Low Income
15 Concentration Level of at least 50% and less than 60%, the
16 grant for each school year shall be \$1,680 multiplied by
17 the low income eligible pupil count.

18 (f) For any school district with a Low Income
19 Concentration Level of 60% or more, the grant for each
20 school year shall be \$2,080 multiplied by the low income
21 eligible pupil count.

22 (2.10) Except as otherwise provided, supplemental general
23 State aid pursuant to this subsection (H) shall be provided as
24 follows for the 2003-2004 school year and each school year
25 thereafter:

26 (a) For any school district with a Low Income

1 Concentration Level of 15% or less, the grant for each
2 school year shall be \$355 multiplied by the low income
3 eligible pupil count.

4 (b) For any school district with a Low Income
5 Concentration Level greater than 15%, the grant for each
6 school year shall be \$294.25 added to the product of \$2,700
7 and the square of the Low Income Concentration Level, all
8 multiplied by the low income eligible pupil count.

9 For the 2003-2004 school year and each school year
10 thereafter through the 2008-2009 school year only, the grant
11 shall be no less than the grant for the 2002-2003 school year.
12 For the 2009-2010 school year only, the grant shall be no less
13 than the grant for the 2002-2003 school year multiplied by
14 0.66. For the 2010-2011 school year only, the grant shall be no
15 less than the grant for the 2002-2003 school year multiplied by
16 0.33. Notwithstanding the provisions of this paragraph to the
17 contrary, if for any school year supplemental general State aid
18 grants are prorated as provided in paragraph (1) of this
19 subsection (H), then the grants under this paragraph shall be
20 prorated.

21 For the 2003-2004 school year only, the grant shall be no
22 greater than the grant received during the 2002-2003 school
23 year added to the product of 0.25 multiplied by the difference
24 between the grant amount calculated under subsection (a) or (b)
25 of this paragraph (2.10), whichever is applicable, and the
26 grant received during the 2002-2003 school year. For the

1 2004-2005 school year only, the grant shall be no greater than
2 the grant received during the 2002-2003 school year added to
3 the product of 0.50 multiplied by the difference between the
4 grant amount calculated under subsection (a) or (b) of this
5 paragraph (2.10), whichever is applicable, and the grant
6 received during the 2002-2003 school year. For the 2005-2006
7 school year only, the grant shall be no greater than the grant
8 received during the 2002-2003 school year added to the product
9 of 0.75 multiplied by the difference between the grant amount
10 calculated under subsection (a) or (b) of this paragraph
11 (2.10), whichever is applicable, and the grant received during
12 the 2002-2003 school year.

13 (3) School districts with an Average Daily Attendance of
14 more than 1,000 and less than 50,000 that qualify for
15 supplemental general State aid pursuant to this subsection
16 shall submit a plan to the State Board of Education prior to
17 October 30 of each year for the use of the funds resulting from
18 this grant of supplemental general State aid for the
19 improvement of instruction in which priority is given to
20 meeting the education needs of disadvantaged children. Such
21 plan shall be submitted in accordance with rules and
22 regulations promulgated by the State Board of Education.

23 (4) School districts with an Average Daily Attendance of
24 50,000 or more that qualify for supplemental general State aid
25 pursuant to this subsection shall be required to distribute
26 from funds available pursuant to this Section, no less than

1 \$261,000,000 in accordance with the following requirements:

2 (a) The required amounts shall be distributed to the
3 attendance centers within the district in proportion to the
4 number of pupils enrolled at each attendance center who are
5 eligible to receive free or reduced-price lunches or
6 breakfasts under the federal Child Nutrition Act of 1966
7 and under the National School Lunch Act during the
8 immediately preceding school year.

9 (b) The distribution of these portions of supplemental
10 and general State aid among attendance centers according to
11 these requirements shall not be compensated for or
12 contravened by adjustments of the total of other funds
13 appropriated to any attendance centers, and the Board of
14 Education shall utilize funding from one or several sources
15 in order to fully implement this provision annually prior
16 to the opening of school.

17 (c) Each attendance center shall be provided by the
18 school district a distribution of noncategorical funds and
19 other categorical funds to which an attendance center is
20 entitled under law in order that the general State aid and
21 supplemental general State aid provided by application of
22 this subsection supplements rather than supplants the
23 noncategorical funds and other categorical funds provided
24 by the school district to the attendance centers.

25 (d) Any funds made available under this subsection that
26 by reason of the provisions of this subsection are not

1 required to be allocated and provided to attendance centers
2 may be used and appropriated by the board of the district
3 for any lawful school purpose.

4 (e) Funds received by an attendance center pursuant to
5 this subsection shall be used by the attendance center at
6 the discretion of the principal and local school council
7 for programs to improve educational opportunities at
8 qualifying schools through the following programs and
9 services: early childhood education, reduced class size or
10 improved adult to student classroom ratio, enrichment
11 programs, remedial assistance, attendance improvement, and
12 other educationally beneficial expenditures which
13 supplement the regular and basic programs as determined by
14 the State Board of Education. Funds provided shall not be
15 expended for any political or lobbying purposes as defined
16 by board rule.

17 (f) Each district subject to the provisions of this
18 subdivision (H) (4) shall submit an acceptable plan to meet
19 the educational needs of disadvantaged children, in
20 compliance with the requirements of this paragraph, to the
21 State Board of Education prior to July 15 of each year.
22 This plan shall be consistent with the decisions of local
23 school councils concerning the school expenditure plans
24 developed in accordance with part 4 of Section 34-2.3. The
25 State Board shall approve or reject the plan within 60 days
26 after its submission. If the plan is rejected, the district

1 shall give written notice of intent to modify the plan
2 within 15 days of the notification of rejection and then
3 submit a modified plan within 30 days after the date of the
4 written notice of intent to modify. Districts may amend
5 approved plans pursuant to rules promulgated by the State
6 Board of Education.

7 Upon notification by the State Board of Education that
8 the district has not submitted a plan prior to July 15 or a
9 modified plan within the time period specified herein, the
10 State aid funds affected by that plan or modified plan
11 shall be withheld by the State Board of Education until a
12 plan or modified plan is submitted.

13 If the district fails to distribute State aid to
14 attendance centers in accordance with an approved plan, the
15 plan for the following year shall allocate funds, in
16 addition to the funds otherwise required by this
17 subsection, to those attendance centers which were
18 underfunded during the previous year in amounts equal to
19 such underfunding.

20 For purposes of determining compliance with this
21 subsection in relation to the requirements of attendance
22 center funding, each district subject to the provisions of
23 this subsection shall submit as a separate document by
24 December 1 of each year a report of expenditure data for
25 the prior year in addition to any modification of its
26 current plan. If it is determined that there has been a

1 failure to comply with the expenditure provisions of this
2 subsection regarding contravention or supplanting, the
3 State Superintendent of Education shall, within 60 days of
4 receipt of the report, notify the district and any affected
5 local school council. The district shall within 45 days of
6 receipt of that notification inform the State
7 Superintendent of Education of the remedial or corrective
8 action to be taken, whether by amendment of the current
9 plan, if feasible, or by adjustment in the plan for the
10 following year. Failure to provide the expenditure report
11 or the notification of remedial or corrective action in a
12 timely manner shall result in a withholding of the affected
13 funds.

14 The State Board of Education shall promulgate rules and
15 regulations to implement the provisions of this
16 subsection. No funds shall be released under this
17 subdivision (H) (4) to any district that has not submitted a
18 plan that has been approved by the State Board of
19 Education.

20 (I) (Blank).

21 (J) (Blank).

22 (K) Grants to Laboratory and Alternative Schools.

23 In calculating the amount to be paid to the governing board

1 of a public university that operates a laboratory school under
2 this Section or to any alternative school that is operated by a
3 regional superintendent of schools, the State Board of
4 Education shall require by rule such reporting requirements as
5 it deems necessary.

6 As used in this Section, "laboratory school" means a public
7 school which is created and operated by a public university and
8 approved by the State Board of Education. The governing board
9 of a public university which receives funds from the State
10 Board under this subsection (K) or subsection (g) of Section
11 18-8.15 of this Code may not increase the number of students
12 enrolled in its laboratory school from a single district, if
13 that district is already sending 50 or more students, except
14 under a mutual agreement between the school board of a
15 student's district of residence and the university which
16 operates the laboratory school. A laboratory school may not
17 have more than 1,000 students, excluding students with
18 disabilities in a special education program.

19 As used in this Section, "alternative school" means a
20 public school which is created and operated by a Regional
21 Superintendent of Schools and approved by the State Board of
22 Education. Such alternative schools may offer courses of
23 instruction for which credit is given in regular school
24 programs, courses to prepare students for the high school
25 equivalency testing program or vocational and occupational
26 training. A regional superintendent of schools may contract

1 with a school district or a public community college district
2 to operate an alternative school. An alternative school serving
3 more than one educational service region may be established by
4 the regional superintendents of schools of the affected
5 educational service regions. An alternative school serving
6 more than one educational service region may be operated under
7 such terms as the regional superintendents of schools of those
8 educational service regions may agree.

9 Each laboratory and alternative school shall file, on forms
10 provided by the State Superintendent of Education, an annual
11 State aid claim which states the Average Daily Attendance of
12 the school's students by month. The best 3 months' Average
13 Daily Attendance shall be computed for each school. The general
14 State aid entitlement shall be computed by multiplying the
15 applicable Average Daily Attendance by the Foundation Level as
16 determined under this Section.

17 (L) Payments, Additional Grants in Aid and Other Requirements.

18 (1) For a school district operating under the financial
19 supervision of an Authority created under Article 34A, the
20 general State aid otherwise payable to that district under this
21 Section, but not the supplemental general State aid, shall be
22 reduced by an amount equal to the budget for the operations of
23 the Authority as certified by the Authority to the State Board
24 of Education, and an amount equal to such reduction shall be
25 paid to the Authority created for such district for its

1 operating expenses in the manner provided in Section 18-11. The
2 remainder of general State school aid for any such district
3 shall be paid in accordance with Article 34A when that Article
4 provides for a disposition other than that provided by this
5 Article.

6 (2) (Blank).

7 (3) Summer school. Summer school payments shall be made as
8 provided in Section 18-4.3.

9 (M) (Blank).

10 (N) (Blank).

11 (O) References.

12 (1) References in other laws to the various subdivisions of
13 Section 18-8 as that Section existed before its repeal and
14 replacement by this Section 18-8.05 shall be deemed to refer to
15 the corresponding provisions of this Section 18-8.05, to the
16 extent that those references remain applicable.

17 (2) References in other laws to State Chapter 1 funds shall
18 be deemed to refer to the supplemental general State aid
19 provided under subsection (H) of this Section.

20 (P) Public Act 93-838 and Public Act 93-808 make inconsistent
21 changes to this Section. Under Section 6 of the Statute on
22 Statutes there is an irreconcilable conflict between Public Act

1 93-808 and Public Act 93-838. Public Act 93-838, being the last
2 acted upon, is controlling. The text of Public Act 93-838 is
3 the law regardless of the text of Public Act 93-808.

4 (Q) State Fiscal Year 2015 Payments.

5 For payments made for State fiscal year 2015, the State
6 Board of Education shall, for each school district, calculate
7 that district's pro-rata share of a minimum sum of \$13,600,000
8 or additional amounts as needed from the total net General
9 State Aid funding as calculated under this Section that shall
10 be deemed attributable to the provision of special educational
11 facilities and services, as defined in Section 14-1.08 of this
12 Code, in a manner that ensures compliance with maintenance of
13 State financial support requirements under the federal
14 Individuals with Disabilities Education Act. Each school
15 district must use such funds only for the provision of special
16 educational facilities and services, as defined in Section
17 14-1.08 of this Code, and must comply with any expenditure
18 verification procedures adopted by the State Board of
19 Education.

20 (R) State Fiscal Year 2016 Payments.

21 For payments made for State fiscal year 2016, the State
22 Board of Education shall, for each school district, calculate
23 that district's pro rata share of a minimum sum of \$1 or
24 additional amounts as needed from the total net General State

1 Aid funding as calculated under this Section that shall be
2 deemed attributable to the provision of special educational
3 facilities and services, as defined in Section 14-1.08 of this
4 Code, in a manner that ensures compliance with maintenance of
5 State financial support requirements under the federal
6 Individuals with Disabilities Education Act. Each school
7 district must use such funds only for the provision of special
8 educational facilities and services, as defined in Section
9 14-1.08 of this Code, and must comply with any expenditure
10 verification procedures adopted by the State Board of
11 Education.

12 (S) State Fiscal Year 2017 Payments.

13 For payments made for State fiscal year 2017, the State
14 Board of Education shall, for each school district, calculate
15 that district's pro rata share of a minimum sum of \$1 or
16 additional amounts as needed from the total net General State
17 Aid funding as calculated under this Section that shall be
18 deemed attributable to the provision of special educational
19 facilities and services, as defined in Section 14-1.08 of this
20 Code, in a manner that ensures compliance with maintenance of
21 State financial support requirements under the federal
22 Individuals with Disabilities Education Act. Each school
23 district must use such funds only for the provision of special
24 educational facilities and services, as defined in Section
25 14-1.08 of this Code, and must comply with any expenditure

1 verification procedures adopted by the State Board of
2 Education.

3 (T) State Fiscal Year 2018 Payments.

4 For payments made for State fiscal year 2018, the State
5 Board of Education shall, for each school district, calculate
6 that district's pro rata share of a minimum sum of \$1 or
7 additional amounts as needed from the total net evidence-based
8 funding as calculated under Section 18-8.15 of this Code that
9 shall be deemed attributable to the provision of special
10 educational facilities and services, as defined in Section
11 14-1.08 of this Code, in a manner that ensures compliance with
12 maintenance of State financial support requirements under the
13 federal Individuals with Disabilities Education Act. Each
14 school district must use such funds only for the provision of
15 special educational facilities and services, as defined in
16 Section 14-1.08 of this Code, and must comply with any
17 expenditure verification procedures adopted by the State Board
18 of Education.

19 (Source: P.A. 99-2, eff. 3-26-15; 99-194, eff. 7-30-15; 99-523,
20 eff. 6-30-16; 100-23, eff. 7-6-17; 100-147, eff. 1-1-18;
21 100-465, eff. 8-31-17; revised 9-25-17.)

22 (105 ILCS 5/18-8.15)

23 Sec. 18-8.15. Evidence-based funding for student success
24 for the 2017-2018 and subsequent school years.

1 (a) General provisions.

2 (1) The purpose of this Section is to ensure that, by
3 June 30, 2027 and beyond, this State has a kindergarten
4 through grade 12 public education system with the capacity
5 to ensure the educational development of all persons to the
6 limits of their capacities in accordance with Section 1 of
7 Article X of the Constitution of the State of Illinois. To
8 accomplish that objective, this Section creates a method of
9 funding public education that is evidence-based; is
10 sufficient to ensure every student receives a meaningful
11 opportunity to learn irrespective of race, ethnicity,
12 sexual orientation, gender, or community-income level; and
13 is sustainable and predictable. When fully funded under
14 this Section, every school shall have the resources, based
15 on what the evidence indicates is needed, to:

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

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

1 (C) reduce, with a goal of eliminating, the
2 achievement gap between at-risk and non-at-risk
3 students by raising the performance of at-risk
4 students and not by reducing standards; and

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

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

18 (A) First, the model calculates a unique adequacy
19 target for each Organizational Unit in this State that
20 considers the costs to implement research-based
21 activities, the unit's student demographics, and
22 regional wage difference.

23 (B) Second, the model calculates each
24 Organizational Unit's local capacity, or the amount
25 each Organizational Unit is assumed to contribute
26 towards its adequacy target from local resources.

1 (C) Third, the model calculates how much funding
2 the State currently contributes to the Organizational
3 Unit, and adds that to the unit's local capacity to
4 determine the unit's overall current adequacy of
5 funding.

6 (D) Finally, the model's distribution method
7 allocates new State funding to those Organizational
8 Units that are least well-funded, considering both
9 local capacity and State funding, in relation to their
10 adequacy target.

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

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

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

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

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

23 "Adjusted Operating Tax Rate" means a tax rate for all
24 Organizational Units, for which the State Superintendent
25 shall calculate and subtract for the Operating Tax Rate a
26 transportation rate based on total expenses for

1 transportation services under this Code, as reported on the
2 most recent Annual Financial Report in Pupil
3 Transportation Services, function 2550 in both the
4 Education and Transportation funds and functions 4110 and
5 4120 in the Transportation fund, less any corresponding
6 fiscal year State of Illinois scheduled payments excluding
7 net adjustments for prior years for regular, vocational, or
8 special education transportation reimbursement pursuant to
9 Section 29-5 or subsection (b) of Section 14-13.01 of this
10 Code divided by the Adjusted EAV. If an Organizational
11 Unit's corresponding fiscal year State of Illinois
12 scheduled payments excluding net adjustments for prior
13 years for regular, vocational, or special education
14 transportation reimbursement pursuant to Section 29-5 or
15 subsection (b) of Section 14-13.01 of this Code exceed the
16 total transportation expenses, as defined in this
17 paragraph, no transportation rate shall be subtracted from
18 the Operating Tax Rate.

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

21 "Alternative School" means a public school that is
22 created and operated by a regional superintendent of
23 schools and approved by the State Board.

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

26 "Assessment" means any of those benchmark, progress

1 monitoring, formative, diagnostic, and other assessments,
2 in addition to the State accountability assessment, that
3 assist teachers' needs in understanding the skills and
4 meeting the needs of the students they serve.

5 "Assistant principal" means a school administrator
6 duly endorsed to be employed as an assistant principal in
7 this State.

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

17 "Average Student Enrollment" or "ASE" means, for an
18 Organizational Unit in a given school year, the greater of
19 the average number of students (grades K through 12)
20 reported to the State Board as enrolled in the
21 Organizational Unit on October 1 and March 1, plus the
22 special education pre-kindergarten students with services
23 of at least more than 2 hours a day as reported to the
24 State Board on December 1, in the immediately preceding
25 school year or the average number of students (grades K
26 through 12) reported to the State Board as enrolled in the

1 Organizational Unit on October 1 and March 1, plus the
2 special education pre-kindergarten students with services
3 of at least more than 2 hours a day as reported to the
4 State Board on December 1, for each of the immediately
5 preceding 3 school years. For the purposes of this
6 definition, "enrolled in the Organizational Unit" means
7 the number of students reported to the State Board who are
8 enrolled in schools within the Organizational Unit that the
9 student attends or would attend if not placed or
10 transferred to another school or program to receive needed
11 services. For the purposes of calculating "ASE", all
12 students, grades K through 12, excluding those attending
13 kindergarten for a half day, shall be counted as 1.0. All
14 students attending kindergarten for a half day shall be
15 counted as 0.5, unless in 2017 by June 15 or by March 1 in
16 subsequent years, the school district reports to the State
17 Board of Education the intent to implement full-day
18 kindergarten district-wide for all students, then all
19 students attending kindergarten shall be counted as 1.0.
20 Special education pre-kindergarten students shall be
21 counted as 0.5 each. If the State Board does not collect or
22 has not collected both an October 1 and March 1 enrollment
23 count by grade or a December 1 collection of special
24 education pre-kindergarten students as of the effective
25 date of this amendatory Act of the 100th General Assembly,
26 it shall establish such collection for all future years.

1 For any year where a count by grade level was collected
2 only once, that count shall be used as the single count
3 available for computing a 3-year average ASE. School
4 districts shall submit the data for the ASE calculation to
5 the State Board within 45 days of the dates required in
6 this Section for submission of enrollment data in order for
7 it to be included in the ASE calculation.

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

10 "Base Funding Minimum" is defined in subsection (e) of
11 this Section.

12 "Base Tax Year" means the property tax levy year used
13 to calculate the Budget Year allocation of primary State
14 aid.

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

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

1 English learner students' adequacy elements.

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

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

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

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

26 "Core subject" means mathematics; science; reading,

1 English, writing, and language arts; history and social
2 studies; world languages; and subjects taught as Advanced
3 Placement in high schools.

4 "Core teacher" means a regular classroom teacher in
5 elementary schools and teachers of a core subject in middle
6 and high schools.

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

10 "CPPRT" means corporate personal property replacement
11 tax funds paid to an Organizational Unit during the
12 calendar year one year before the calendar year in which a
13 school year begins, pursuant to "An Act in relation to the
14 abolition of ad valorem personal property tax and the
15 replacement of revenues lost thereby, and amending and
16 repealing certain Acts and parts of Acts in connection
17 therewith", certified August 14, 1979, as amended (Public
18 Act 81-1st S.S.-1).

19 "EAV" means equalized assessed valuation as defined in
20 paragraph (2) of subsection (d) of this Section and
21 calculated in accordance with paragraph (3) of subsection
22 (d) of this Section.

23 "ECI" means the Bureau of Labor Statistics' national
24 employment cost index for civilian workers in educational
25 services in elementary and secondary schools on a
26 cumulative basis for the 12-month calendar year preceding

1 the fiscal year of the Evidence-Based Funding calculation.

2 "EIS Data" means the employment information system
3 data maintained by the State Board on educators within
4 Organizational Units.

5 "Employee benefits" means health, dental, and vision
6 insurance offered to employees of an Organizational Unit,
7 the costs associated with statutorily required payment of
8 the normal cost of the Organizational Unit's teacher
9 pensions, Social Security employer contributions, and
10 Illinois Municipal Retirement Fund employer contributions.

11 "English learner" or "EL" means a child included in the
12 definition of "English learners" under Section 14C-2 of
13 this Code participating in a program of transitional
14 bilingual education or a transitional program of
15 instruction meeting the requirements and program
16 application procedures of Article 14C of this Code. For the
17 purposes of collecting the number of EL students enrolled,
18 the same collection and calculation methodology as defined
19 above for "ASE" shall apply to English learners.

20 "Essential Elements" means those elements, resources,
21 and educational programs that have been identified through
22 academic research as necessary to improve student success,
23 improve academic performance, close achievement gaps, and
24 provide for other per student costs related to the delivery
25 and leadership of the Organizational Unit, as well as the
26 maintenance and operations of the unit, and which are

1 specified in paragraph (2) of subsection (b) of this
2 Section.

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

5 "Extended day" means academic and enrichment programs
6 provided to students outside the regular school day before
7 and after school or during non-instructional times during
8 the school day.

9 "Extension Limitation Ratio" means a numerical ratio
10 in which the numerator is the Base Tax Year's Extension and
11 the denominator is the Preceding Tax Year's Extension.

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

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

16 "Full-time equivalent" or "FTE" means the full-time
17 equivalency compensation for staffing the relevant
18 position at an Organizational Unit.

19 "Funding Gap" is defined in paragraph (1) of subsection
20 (g).

21 "Guidance counselor" means a licensed guidance
22 counselor who provides guidance and counseling support for
23 students within an Organizational Unit.

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

26 "Instructional assistant" means a core or special

1 education, non-licensed employee who assists a teacher in
2 the classroom and provides academic support to students.

3 "Instructional facilitator" means a qualified teacher
4 or licensed teacher leader who facilitates and coaches
5 continuous improvement in classroom instruction; provides
6 instructional support to teachers in the elements of
7 research-based instruction or demonstrates the alignment
8 of instruction with curriculum standards and assessment
9 tools; develops or coordinates instructional programs or
10 strategies; develops and implements training; chooses
11 standards-based instructional materials; provides teachers
12 with an understanding of current research; serves as a
13 mentor, site coach, curriculum specialist, or lead
14 teacher; or otherwise works with fellow teachers, in
15 collaboration, to use data to improve instructional
16 practice or develop model lessons.

17 "Instructional materials" means relevant instructional
18 materials for student instruction, including, but not
19 limited to, textbooks, consumable workbooks, laboratory
20 equipment, library books, and other similar materials.

21 "Laboratory School" means a public school that is
22 created and operated by a public university and approved by
23 the State Board.

24 "Librarian" means a teacher with an endorsement as a
25 library information specialist or another individual whose
26 primary responsibility is overseeing library resources

1 within an Organizational Unit.

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

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

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

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

10 "Low-Income Count" means, for an Organizational Unit
11 in a fiscal year, the higher of the average number of
12 students for the prior school year or the immediately
13 preceding 3 school years who, as of July 1 of the
14 immediately preceding fiscal year (as determined by the
15 Department of Human Services), are eligible for at least
16 one of the following low income programs: Medicaid, the
17 Children's Health Insurance Program, TANF, or the
18 Supplemental Nutrition Assistance Program, excluding
19 pupils who are eligible for services provided by the
20 Department of Children and Family Services. Until such time
21 that grade level low-income populations become available,
22 grade level low-income populations shall be determined by
23 applying the low-income percentage to total student
24 enrollments by grade level. The low-income percentage is
25 determined by dividing the Low-Income Count by the Average
26 Student Enrollment.

1 "Maintenance and operations" means custodial services,
2 facility and ground maintenance, facility operations,
3 facility security, routine facility repairs, and other
4 similar services and functions.

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

7 "New Property Tax Relief Pool Funds" means, for any
8 given fiscal year, all State funds appropriated under
9 Section 2-3.170 of the School Code.

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

14 "Net State Contribution Target" means, for a given
15 school year, the amount of State funds that would be
16 necessary to fully meet the Adequacy Target of an
17 Operational Unit minus the Preliminary Resources available
18 to each unit.

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

24 "Operating Tax Rate" means the rate utilized in the
25 previous year to extend property taxes for all purposes,
26 except, Bond and Interest, Summer School, Rent, Capital

1 Improvement, and Career and Technical ~~Vocational~~ Education
2 Building purposes. For Hybrid Districts, the Operating Tax
3 Rate shall be the combined elementary and high school rates
4 utilized in the previous year to extend property taxes for
5 all purposes, except, Bond and Interest, Summer School,
6 Rent, Capital Improvement, and Career and Technical
7 ~~Vocational~~ Education Building purposes.

8 "Organizational Unit" means a Laboratory School, an
9 Alternative School, or any public school district that is
10 recognized as such by the State Board and that contains
11 elementary schools typically serving kindergarten through
12 5th grades, middle schools typically serving 6th through
13 8th grades, or high schools typically serving 9th through
14 12th grades. The General Assembly acknowledges that the
15 actual grade levels served by a particular Organizational
16 Unit may vary slightly from what is typical.

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

1 by summing the CWI values of all of a county's adjacent
2 Illinois counties and dividing by the number of adjacent
3 Illinois counties, then taking the weighted value of the
4 original county's CWI value and the adjacent Illinois
5 county average. To calculate this weighted value, if the
6 number of adjacent Illinois counties is greater than 2, the
7 original county's CWI value will be weighted at 0.25 and
8 the adjacent Illinois county average will be weighted at
9 0.75. If the number of adjacent Illinois counties is 2, the
10 original county's CWI value will be weighted at 0.33 and
11 the adjacent Illinois county average will be weighted at
12 0.66. The greater of the county's current CWI value and its
13 weighted adjusted index value shall be used as the
14 Organizational Unit CWI.

15 "Preceding Tax Year" means the property tax levy year
16 immediately preceding the Base Tax Year.

17 "Preceding Tax Year's Extension" means the product of
18 the equalized assessed valuation utilized by the county
19 clerk in the Preceding Tax Year multiplied by the Operating
20 Tax Rate.

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

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

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

1 "Professional development" means training programs for
2 licensed staff in schools, including, but not limited to,
3 programs that assist in implementing new curriculum
4 programs, provide data focused or academic assessment data
5 training to help staff identify a student's weaknesses and
6 strengths, target interventions, improve instruction,
7 encompass instructional strategies for English learner,
8 gifted, or at-risk students, address inclusivity, cultural
9 sensitivity, or implicit bias, or otherwise provide
10 professional support for licensed staff.

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

16 "PTELL" means the Property Tax Extension Limitation
17 Law.

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

20 "Pupil support staff" means a nurse, psychologist,
21 social worker, family liaison personnel, or other staff
22 member who provides support to at-risk or struggling
23 students.

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

26 "Regionalization Factor" means, for a particular

1 Organizational Unit, the figure derived by dividing the
2 Organizational Unit CWI by the Statewide Weighted CWI.

3 "School site staff" means the primary school secretary
4 and any additional clerical personnel assigned to a 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 subjects,
18 including, but not limited to, art, music, physical
19 education, health, driver education, career-technical
20 education, and such other subject areas as may be mandated
21 by State law or provided by an Organizational Unit.

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

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

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

9 "State Adequacy Level" is the sum of the Adequacy
10 Targets of all Organizational Units.

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

12 "State Superintendent" means the State Superintendent
13 of Education.

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

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

24 "Substitute teacher" means an individual teacher or
25 teaching assistant who is employed by an Organizational
26 Unit and is temporarily serving the Organizational Unit on

1 a per diem or per period-assignment basis replacing another
2 staff member.

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

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

13 "Target Ratio" is defined in paragraph (4) of
14 subsection (g).

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

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

20 (b) Adequacy Target calculation.

21 (1) Each Organizational Unit's Adequacy Target is the
22 sum of the Organizational Unit's cost of providing
23 Essential Elements, as calculated in accordance with this
24 subsection (b), with the salary amounts in the Essential
25 Elements multiplied by a Regionalization Factor calculated
26 pursuant to paragraph (3) of this subsection (b).

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

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

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

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

26 The number of non-Low-Income Count students in a

1 grade shall be determined by subtracting the
2 Low-Income students in that grade from the ASE of the
3 Organizational Unit for that grade.

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

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

14 (ii) if such Organizational Unit operates a
15 high school, then 33.33% of the number of the
16 Organizational Unit's core teachers.

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

23 (D) Core intervention teacher (tutor) investments.
24 Each Organizational Unit shall receive the funding
25 needed to cover one FTE teacher position for each
26 prototypical elementary, middle, and high school.

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

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

24 (G) Nurse investments. Each Organizational Unit
25 shall receive the funding needed to cover one FTE nurse
26 for each 750 combined ASE of pre-kindergarten children

1 with disabilities and all kindergarten through grade
2 12 students across all grade levels it serves.

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

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

17 (J) Principal investments. Each Organizational
18 Unit shall receive the funding needed to cover one FTE
19 principal position for each prototypical elementary
20 school, plus one FTE principal position for each
21 prototypical middle school, plus one FTE principal
22 position for each prototypical high school.

23 (K) Assistant principal investments. Each
24 Organizational Unit shall receive the funding needed
25 to cover one FTE assistant principal position for each
26 prototypical elementary school, plus one FTE assistant

1 principal position for each prototypical middle
2 school, plus one FTE assistant principal position for
3 each prototypical high school.

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

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

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

21 (O) Instructional material investments. Each
22 Organizational Unit shall receive \$190 per student of
23 the combined ASE of pre-kindergarten children with
24 disabilities and all kindergarten through grade 12
25 students to cover instructional material costs.

26 (P) Assessment investments. Each Organizational

1 Unit shall receive \$25 per student of the combined ASE
2 of pre-kindergarten children with disabilities and all
3 kindergarten through grade 12 students student to
4 cover assessment costs.

5 (Q) Computer technology and equipment investments.
6 Each Organizational Unit shall receive \$285.50 per
7 student of the combined ASE of pre-kindergarten
8 children with disabilities and all kindergarten
9 through grade 12 students to cover computer technology
10 and equipment costs. For the 2018-2019 school year and
11 subsequent school years, Tier 1 and Tier 2
12 Organizational Units selected by the State Board
13 through a request for proposals process shall, upon the
14 State Board's approval of an Organizational Unit's
15 one-to-one computing technology plan, receive an
16 additional \$285.50 per student of the combined ASE of
17 pre-kindergarten children with disabilities and all
18 kindergarten through grade 12 students to cover
19 computer technology and equipment costs. The State
20 Board may establish additional requirements for
21 Organizational Unit expenditures of funds received
22 pursuant to this subparagraph (Q). It is the intent of
23 this amendatory Act of the 100th General Assembly that
24 all Tier 1 and Tier 2 districts that apply for the
25 technology grant receive the addition to their
26 Adequacy Target, subject to compliance with the

1 requirements of the State Board.

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

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

18 (T) Central office investments. Each
19 Organizational Unit shall receive \$742 per student of
20 the combined ASE of pre-kindergarten children with
21 disabilities and all kindergarten through grade 12
22 students to cover central office operations, including
23 administrators and classified personnel charged with
24 managing the instructional programs, business and
25 operations of the school district, and security
26 personnel. The proportion of salary for the

1 application of a Regionalization Factor and the
2 calculation of benefits is equal to \$368.48.

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

1 this subparagraph (U). The Public School Teachers'
2 Pension and Retirement Fund of Chicago shall submit
3 such information as the State Superintendent may
4 require for the calculations set forth in this
5 subparagraph (U).

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

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

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

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

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

19 (W) Additional investments in English learner
20 students. In addition to and not in lieu of all other
21 funding under this paragraph (2), each Organizational
22 Unit shall receive funding based on the average teacher
23 salary for grades K through 12 to cover the costs of:

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

26 (ii) one FTE pupil support staff position for

1 every 125 English learner students;

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

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

6 (v) one FTE core teacher position for every 100
7 English learner students.

8 (X) Special education investments. Each
9 Organizational Unit shall receive funding based on the
10 average teacher salary for grades K through 12 to cover
11 special education as follows:

12 (i) one FTE teacher position for every 141
13 combined ASE of pre-kindergarten children with
14 disabilities and all kindergarten through grade 12
15 students;

16 (ii) one FTE instructional assistant for every
17 141 combined ASE of pre-kindergarten children with
18 disabilities and all kindergarten through grade 12
19 students; and

20 (iii) one FTE psychologist position for every
21 1,000 combined ASE of pre-kindergarten children
22 with disabilities and all kindergarten through
23 grade 12 students.

24 (3) For calculating the salaries included within the
25 Essential Elements, the State Superintendent shall
26 annually calculate average salaries to the nearest dollar

1 using the employment information system data maintained by
2 the State Board, limited to public schools only and
3 excluding special education and vocational cooperatives,
4 schools operated by the Department of Juvenile Justice, and
5 charter schools, for the following positions:

6 (A) Teacher for grades K through 8.

7 (B) Teacher for grades 9 through 12.

8 (C) Teacher for grades K through 12.

9 (D) Guidance counselor for grades K through 8.

10 (E) Guidance counselor for grades 9 through 12.

11 (F) Guidance counselor for grades K through 12.

12 (G) Social worker.

13 (H) Psychologist.

14 (I) Librarian.

15 (J) Nurse.

16 (K) Principal.

17 (L) Assistant principal.

18 For the purposes of this paragraph (3), "teacher"
19 includes core teachers, specialist and elective teachers,
20 instructional facilitators, tutors, special education
21 teachers, pupil support staff teachers, English learner
22 teachers, extended-day teachers, and summer school
23 teachers. Where specific grade data is not required for the
24 Essential Elements, the average salary for corresponding
25 positions shall apply. For substitute teachers, the
26 average teacher salary for grades K through 12 shall apply.

1 For calculating the salaries included within the
2 Essential Elements for positions not included within EIS
3 Data, the following salaries shall be used in the first
4 year of implementation of Evidence-Based Funding:

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

6 (ii) non-instructional assistant, instructional
7 assistant, library aide, library media tech, or
8 supervisory aide: \$25,000.

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

12 The salary amounts for the Essential Elements
13 determined pursuant to subparagraphs (A) through (L), (S)
14 and (T), and (V) through (X) of paragraph (2) of subsection
15 (b) of this Section shall be multiplied by a
16 Regionalization Factor.

17 (c) Local capacity calculation.

18 (1) Each Organizational Unit's Local Capacity
19 represents an amount of funding it is assumed to contribute
20 toward its Adequacy Target for purposes of the
21 Evidence-Based Funding formula calculation. "Local
22 Capacity" means either (i) the Organizational Unit's Local
23 Capacity Target as calculated in accordance with paragraph
24 (2) of this subsection (c) if its Real Receipts are equal
25 to or less than its Local Capacity Target or (ii) the
26 Organizational Unit's Adjusted Local Capacity, as

1 calculated in accordance with paragraph (3) of this
2 subsection (c) if Real Receipts are more than its Local
3 Capacity Target.

4 (2) "Local Capacity Target" means, for an
5 Organizational Unit, that dollar amount that is obtained by
6 multiplying its Adequacy Target by its Local Capacity
7 Ratio.

8 (A) An Organizational Unit's Local Capacity
9 Percentage is the conversion of the Organizational
10 Unit's Local Capacity Ratio, as such ratio is
11 determined in accordance with subparagraph (B) of this
12 paragraph (2), into a normal curve equivalent score to
13 determine each Organizational Unit's relative position
14 to all other Organizational Units in this State. The
15 calculation of Local Capacity Percentage is described
16 in subparagraph (C) of this paragraph (2).

17 (B) An Organizational Unit's Local Capacity Ratio
18 in a given year is the percentage obtained by dividing
19 its Adjusted EAV or PTELL EAV, whichever is less, by
20 its Adequacy Target, with the resulting ratio further
21 adjusted as follows:

22 (i) for Organizational Units serving grades
23 kindergarten through 12 and Hybrid Districts, no
24 further adjustments shall be made;

25 (ii) for Organizational Units serving grades
26 kindergarten through 8, the ratio shall be

1 multiplied by 9/13;

2 (iii) for Organizational Units serving grades
3 9 through 12, the Local Capacity Ratio shall be
4 multiplied by 4/13; and

5 (iv) for an Organizational Unit with a
6 different grade configuration than those specified
7 in items (i) through (iii) of this subparagraph
8 (B), the State Superintendent shall determine a
9 comparable adjustment based on the grades served.

10 (C) Local Capacity Percentage converts each
11 Organizational Unit's Local Capacity Ratio to a normal
12 curve equivalent score to determine each
13 Organizational Unit's relative position to all other
14 Organizational Units in this State. The Local Capacity
15 Percentage normal curve equivalent score for each
16 Organizational Unit shall be calculated using the
17 standard normal distribution of the score in relation
18 to the weighted mean and weighted standard deviation
19 and Local Capacity Ratios of all Organizational Units.
20 If the value assigned to any Organizational Unit is in
21 excess of 90%, the value shall be adjusted to 90%. For
22 Laboratory Schools, the Local Capacity Percentage
23 shall be set at 10% in recognition of the absence of
24 EAV and resources from the public university that are
25 allocated to the Laboratory School. The weighted mean
26 for the Local Capacity Percentage shall be determined

1 by multiplying each Organizational Unit's Local
2 Capacity Ratio times the ASE for the unit creating a
3 weighted value, summing the weighted values of all
4 Organizational Units, and dividing by the total ASE of
5 all Organizational Units. The weighted standard
6 deviation shall be determined by taking the square root
7 of the weighted variance of all Organizational Units'
8 Local Capacity Ratio, where the variance is calculated
9 by squaring the difference between each unit's Local
10 Capacity Ratio and the weighted mean, then multiplying
11 the variance for each unit times the ASE for the unit
12 to create a weighted variance for each unit, then
13 summing all units' weighted variance and dividing by
14 the total ASE of all units.

15 (D) For any Organizational Unit, the
16 Organizational Unit's Adjusted Local Capacity Target
17 shall be reduced by either (i) the school board's
18 remaining contribution pursuant to paragraph (ii) of
19 subsection (b-4) of Section 16-158 of the Illinois
20 Pension Code in a given year, or (ii) the board of
21 education's remaining contribution pursuant to
22 paragraph (iv) of subsection (b) of Section 17-129 of
23 the Illinois Pension Code absent the employer normal
24 cost portion of the required contribution and amount
25 allowed pursuant to subdivision (3) of Section
26 17-142.1 of the Illinois Pension Code in a given year.

1 In the preceding sentence, item (i) shall be certified
2 to the State Board of Education by the Teachers'
3 Retirement System of the State of Illinois and item
4 (ii) shall be certified to the State Board of Education
5 by the Public School Teachers' Pension and Retirement
6 Fund of the City of Chicago.

7 (3) If an Organizational Unit's Real Receipts are more
8 than its Local Capacity Target, then its Local Capacity
9 shall equal an Adjusted Local Capacity Target as calculated
10 in accordance with this paragraph (3). The Adjusted Local
11 Capacity Target is calculated as the sum of the
12 Organizational Unit's Local Capacity Target and its Real
13 Receipts Adjustment. The Real Receipts Adjustment equals
14 the Organizational Unit's Real Receipts less its Local
15 Capacity Target, with the resulting figure multiplied by
16 the Local Capacity Percentage.

17 As used in this paragraph (3), "Real Percent of
18 Adequacy" means the sum of an Organizational Unit's Real
19 Receipts, CPPRT, and Base Funding Minimum, with the
20 resulting figure divided by the Organizational Unit's
21 Adequacy Target.

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

24 (1) An Organizational Unit's Real Receipts are the
25 product of its Applicable Tax Rate and its Adjusted EAV. An
26 Organizational Unit's Applicable Tax Rate is its Adjusted

1 Operating Tax Rate for property within the Organizational
2 Unit.

3 (2) The State Superintendent shall calculate the
4 Equalized Assessed Valuation, or EAV, of all taxable
5 property of each Organizational Unit as of September 30 of
6 the previous year in accordance with paragraph (3) of this
7 subsection (d). The State Superintendent shall then
8 determine the Adjusted EAV of each Organizational Unit in
9 accordance with paragraph (4) of this subsection (d), which
10 Adjusted EAV figure shall be used for the purposes of
11 calculating Local Capacity.

12 (3) To calculate Real Receipts and EAV, the Department
13 of Revenue shall supply to the State Superintendent the
14 value as equalized or assessed by the Department of Revenue
15 of all taxable property of every Organizational Unit,
16 together with (i) the applicable tax rate used in extending
17 taxes for the funds of the Organizational Unit as of
18 September 30 of the previous year and (ii) the limiting
19 rate for all Organizational Units subject to property tax
20 extension limitations as imposed under PTELL.

21 (A) The Department of Revenue shall add to the
22 equalized assessed value of all taxable property of
23 each Organizational Unit situated entirely or
24 partially within a county that is or was subject to the
25 provisions of Section 15-176 or 15-177 of the Property
26 Tax Code (i) an amount equal to the total amount by

1 which the homestead exemption allowed under Section
2 15-176 or 15-177 of the Property Tax Code for real
3 property situated in that Organizational Unit exceeds
4 the total amount that would have been allowed in that
5 Organizational Unit if the maximum reduction under
6 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
7 in all other counties in tax year 2003 or (II) \$5,000
8 in all counties in tax year 2004 and thereafter and
9 (ii) an amount equal to the aggregate amount for the
10 taxable year of all additional exemptions under
11 Section 15-175 of the Property Tax Code for owners with
12 a household income of \$30,000 or less. The county clerk
13 of any county that is or was subject to the provisions
14 of Section 15-176 or 15-177 of the Property Tax Code
15 shall annually calculate and certify to the Department
16 of Revenue for each Organizational Unit all homestead
17 exemption amounts under Section 15-176 or 15-177 of the
18 Property Tax Code and all amounts of additional
19 exemptions under Section 15-175 of the Property Tax
20 Code for owners with a household income of \$30,000 or
21 less. It is the intent of this subparagraph (A) that if
22 the general homestead exemption for a parcel of
23 property is determined under Section 15-176 or 15-177
24 of the Property Tax Code rather than Section 15-175,
25 then the calculation of EAV shall not be affected by
26 the difference, if any, between the amount of the

1 general homestead exemption allowed for that parcel of
2 property under Section 15-176 or 15-177 of the Property
3 Tax Code and the amount that would have been allowed
4 had the general homestead exemption for that parcel of
5 property been determined under Section 15-175 of the
6 Property Tax Code. It is further the intent of this
7 subparagraph (A) that if additional exemptions are
8 allowed under Section 15-175 of the Property Tax Code
9 for owners with a household income of less than
10 \$30,000, then the calculation of EAV shall not be
11 affected by the difference, if any, because of those
12 additional exemptions.

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

1 Allocation Redevelopment Act or in Section 11-74.6-35
2 of the Industrial Jobs Recovery Law. For the purpose of
3 the EAV of the Organizational Unit, the total initial
4 EAV or the current EAV, whichever is lower, shall be
5 used until such time as all redevelopment project costs
6 have been paid.

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

22 (C) For Organizational Units that are Hybrid
23 Districts, the State Superintendent shall use the
24 lesser of the equalized assessed valuation for
25 property within the partial elementary unit district
26 for elementary purposes, as defined in Article 11E of

1 this Code, or the equalized assessed valuation for
2 property within the partial elementary unit district
3 for high school purposes, as defined in Article 11E of
4 this Code.

5 (4) An Organizational Unit's Adjusted EAV shall be the
6 average of its EAV over the immediately preceding 3 years
7 or its EAV in the immediately preceding year if the EAV in
8 the immediately preceding year has declined by 10% or more
9 compared to the 3-year average. In the event of
10 Organizational Unit reorganization, consolidation, or
11 annexation, the Organizational Unit's Adjusted EAV for the
12 first 3 years after such change shall be as follows: the
13 most current EAV shall be used in the first year, the
14 average of a 2-year EAV or its EAV in the immediately
15 preceding year if the EAV declines by 10% or more compared
16 to the 2-year average for the second year, and a 3-year
17 average EAV or its EAV in the immediately preceding year if
18 the adjusted EAV declines by 10% or more compared to the
19 3-year average for the third year.

20 "PTELL EAV" means a figure calculated by the State
21 Board for Organizational Units subject to PTELL as
22 described in this paragraph (4) for the purposes of
23 calculating an Organizational Unit's Local Capacity Ratio.
24 Except as otherwise provided in this paragraph (4), the
25 PTELL EAV of an Organizational Unit shall be equal to the
26 product of the equalized assessed valuation last used in

1 the calculation of general State aid under Section 18-8.05
2 of this Code or Evidence-Based Funding under this Section
3 and the Organizational Unit's Extension Limitation Ratio.
4 If an Organizational Unit has approved or does approve an
5 increase in its limiting rate, pursuant to Section 18-190
6 of the Property Tax Code, affecting the Base Tax Year, the
7 PTELL EAV shall be equal to the product of the equalized
8 assessed valuation last used in the calculation of general
9 State aid under Section 18-8.05 of this Code or
10 Evidence-Based Funding under this Section multiplied by an
11 amount equal to one plus the percentage increase, if any,
12 in the Consumer Price Index for All Urban Consumers for all
13 items published by the United States Department of Labor
14 for the 12-month calendar year preceding the Base Tax Year,
15 plus the equalized assessed valuation of new property,
16 annexed property, and recovered tax increment value and
17 minus the equalized assessed valuation of disconnected
18 property.

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

22 (e) Base Funding Minimum calculation.

23 (1) For the 2017-2018 school year, the Base Funding
24 Minimum of an Organizational Unit, other than a Specially
25 Funded Unit, shall be the amount of State funds distributed
26 to the Organizational Unit during the 2016-2017 school year

1 prior to any adjustments and specified appropriation
2 amounts described in this paragraph (1) from the following
3 Sections, as calculated by the State Superintendent:
4 Section 18-8.05 of this Code (general State aid); Section 5
5 of Article 224 of Public Act 99-524 (equity grants);
6 Section 14-7.02b of this Code (funding for children
7 requiring special education services); Section 14-13.01 of
8 this Code (special education facilities and staffing),
9 except for reimbursement of the cost of transportation
10 pursuant to Section 14-13.01; Section 14C-12 of this Code
11 (English learners); and Section 18-4.3 of this Code (summer
12 school), based on an appropriation level of \$13,121,600.
13 For a school district organized under Article 34 of this
14 Code, the Base Funding Minimum also includes (i) the funds
15 allocated to the school district pursuant to Section 1D-1
16 of this Code attributable to funding programs authorized by
17 the Sections of this Code listed in the preceding sentence;
18 and (ii) the difference between (I) the funds allocated to
19 the school district pursuant to Section 1D-1 of this Code
20 attributable to the funding programs authorized by Section
21 14-7.02 (non-public special education reimbursement),
22 subsection (b) of Section 14-13.01 (special education
23 transportation), Section 29-5 (transportation), Section
24 2-3.80 (agricultural education), Section 2-3.66 (truants'
25 alternative education), Section 2-3.62 (educational
26 service centers), and Section 14-7.03 (special education -

1 orphanage) of this Code and Section 15 of the Childhood
2 Hunger Relief Act (free breakfast program) and (II) the
3 school district's actual expenditures for its non-public
4 special education, special education transportation,
5 transportation programs, agricultural education, truants'
6 alternative education, services that would otherwise be
7 performed by a regional office of education, special
8 education orphanage expenditures, and free breakfast, as
9 most recently calculated and reported pursuant to
10 subsection (f) of Section 1D-1 of this Code. For Specially
11 Funded Units, the Base Funding Minimum shall be the total
12 amount of State funds allotted to the Specially Funded Unit
13 during the 2016-2017 school year. The Base Funding Minimum
14 for Glenwood Academy shall be \$625,500.

15 (2) For the 2018-2019 and subsequent school years, the
16 Base Funding Minimum of Organizational Units and Specially
17 Funded Units shall be the sum of (i) the amount of
18 Evidence-Based Funding for the prior school year and (ii)
19 the Base Funding Minimum for the prior school year.

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

21 (1) The Evidence-Based Funding formula establishes a
22 Percent of Adequacy for each Organizational Unit in order
23 to place such units into tiers for the purposes of the
24 funding distribution system described in subsection (g) of
25 this Section. Initially, an Organizational Unit's
26 Preliminary Resources and Preliminary Percent of Adequacy

1 are calculated pursuant to paragraph (2) of this subsection
2 (f). Then, an Organizational Unit's Final Resources and
3 Final Percent of Adequacy are calculated to account for the
4 Organizational Unit's poverty concentration levels
5 pursuant to paragraphs (3) and (4) of this subsection (f).

6 (2) An Organizational Unit's Preliminary Resources are
7 equal to the sum of its Local Capacity Target, CPPRT, and
8 Base Funding Minimum. An Organizational Unit's Preliminary
9 Percent of Adequacy is the lesser of (i) its Preliminary
10 Resources divided by its Adequacy Target or (ii) 100%.

11 (3) Except for Specially Funded Units, an
12 Organizational Unit's Final Resources are equal the sum of
13 its Local Capacity, CPPRT, and Adjusted Base Funding
14 Minimum. The Base Funding Minimum of each Specially Funded
15 Unit shall serve as its Final Resources, except that the
16 Base Funding Minimum for State-approved charter schools
17 shall not include any portion of general State aid
18 allocated in the prior year based on the per capita tuition
19 charge times the charter school enrollment.

20 (4) An Organizational Unit's Final Percent of Adequacy
21 is its Final Resources divided by its Adequacy Target. An
22 Organizational Unit's Adjusted Base Funding Minimum is
23 equal to its Base Funding Minimum less its Supplemental
24 Grant Funding, with the resulting figure added to the
25 product of its Supplemental Grant Funding and Preliminary
26 Percent of Adequacy.

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

2 (1) In each school year under the Evidence-Based
3 Funding formula, each Organizational Unit receives funding
4 equal to the sum of its Base Funding Minimum and the unit's
5 allocation of New State Funds determined pursuant to this
6 subsection (g). To allocate New State Funds, the
7 Evidence-Based Funding formula distribution system first
8 places all Organizational Units into one of 4 tiers in
9 accordance with paragraph (3) of this subsection (g), based
10 on the Organizational Unit's Final Percent of Adequacy. New
11 State Funds are allocated to each of the 4 tiers as
12 follows: Tier 1 Aggregate Funding equals 50% of all New
13 State Funds, Tier 2 Aggregate Funding equals 49% of all New
14 State Funds, Tier 3 Aggregate Funding equals 0.9% of all
15 New State Funds, and Tier 4 Aggregate Funding equals 0.1%
16 of all New State Funds. Each Organizational Unit within
17 Tier 1 or Tier 2 receives an allocation of New State Funds
18 equal to its tier Funding Gap, as defined in the following
19 sentence, multiplied by the tier's Allocation Rate
20 determined pursuant to paragraph (4) of this subsection
21 (g). For Tier 1, an Organizational Unit's Funding Gap
22 equals the tier's Target Ratio, as specified in paragraph
23 (5) of this subsection (g), multiplied by the
24 Organizational Unit's Adequacy Target, with the resulting
25 amount reduced by the Organizational Unit's Final
26 Resources. For Tier 2, an Organizational Unit's Funding Gap

1 equals the tier's Target Ratio, as described in paragraph
2 (5) of this subsection (g), multiplied by the
3 Organizational Unit's Adequacy Target, with the resulting
4 amount reduced by the Organizational Unit's Final
5 Resources and its Tier 1 funding allocation. To determine
6 the Organizational Unit's Funding Gap, the resulting
7 amount is then multiplied by a factor equal to one minus
8 the Organizational Unit's Local Capacity Target
9 percentage. Each Organizational Unit within Tier 3 or Tier
10 4 receives an allocation of New State Funds equal to the
11 product of its Adequacy Target and the tier's Allocation
12 Rate, as specified in paragraph (4) of this subsection (g).

13 (2) To ensure equitable distribution of dollars for all
14 Tier 2 Organizational Units, no Tier 2 Organizational Unit
15 shall receive fewer dollars per ASE than any Tier 3
16 Organizational Unit. Each Tier 2 and Tier 3 Organizational
17 Unit shall have its funding allocation divided by its ASE.
18 Any Tier 2 Organizational Unit with a funding allocation
19 per ASE below the greatest Tier 3 allocation per ASE shall
20 get a funding allocation equal to the greatest Tier 3
21 funding allocation per ASE multiplied by the
22 Organizational Unit's ASE. Each Tier 2 Organizational
23 Unit's Tier 2 funding allocation shall be multiplied by the
24 percentage calculated by dividing the original Tier 2
25 Aggregate Funding by the sum of all Tier 2 Organizational
26 Unit's Tier 2 funding allocation after adjusting

1 districts' funding below Tier 3 levels.

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

4 (A) Tier 1 consists of all Organizational Units,
5 except for Specially Funded Units, with a Percent of
6 Adequacy less than the Tier 1 Target Ratio. The Tier 1
7 Target Ratio is the ratio level that allows for Tier 1
8 Aggregate Funding to be distributed, with the Tier 1
9 Allocation Rate determined pursuant to paragraph (4)
10 of this subsection (g).

11 (B) Tier 2 consists of all Tier 1 Units and all
12 other Organizational Units, except for Specially
13 Funded Units, with a Percent of Adequacy of less than
14 0.90.

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

18 (D) Tier 4 consists of all Organizational Units
19 with a Percent of Adequacy of at least 1.0 and
20 Specially Funded Units, excluding Glenwood Academy.

21 (4) The Allocation Rates for Tiers 1 through 4 is
22 determined as follows:

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

24 (B) The Tier 2 Allocation Rate is the result of the
25 following equation: Tier 2 Aggregate Funding, divided
26 by the sum of the Funding Gaps for all Tier 2

1 Organizational Units, unless the result of such
2 equation is higher than 1.0. If the result of such
3 equation is higher than 1.0, then the Tier 2 Allocation
4 Rate is 1.0.

5 (C) The Tier 3 Allocation Rate is the result of the
6 following equation: Tier 3 Aggregate Funding, divided
7 by the sum of the Adequacy Targets of all Tier 3
8 Organizational Units.

9 (D) The Tier 4 Allocation Rate is the result of the
10 following equation: Tier 4 Aggregate Funding, divided
11 by the sum of the Adequacy Targets of all Tier 4
12 Organizational Units.

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

14 (A) The Tier 1 Target Ratio is the ratio level that
15 allows for Tier 1 Aggregate Funding to be distributed
16 with the Tier 1 Allocation Rate.

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

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

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

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

1 (8) If any Specially Funded Units, excluding Glenwood
2 Academy, recognized by the State Board do not qualify for
3 direct funding following the implementation of this
4 amendatory Act of the 100th General Assembly from any of
5 the funding sources included within the definition of Base
6 Funding Minimum, the unqualified portion of the Base
7 Funding Minimum shall be transferred to one or more
8 appropriate Organizational Units as determined by the
9 State Superintendent based on the prior year ASE of the
10 Organizational Units.

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

24 (A) First, Tier 4 funding shall be reduced by an
25 amount equal to the difference between the Minimum
26 Funding Level and New State Funds until such time as

1 Tier 4 funding is exhausted.

2 (B) Next, Tier 3 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 funding until such time as Tier 3 funding is
6 exhausted.

7 (C) Next, Tier 2 funding shall be reduced by an
8 amount equal to the difference between the Minimum
9 Funding level and new State Funds and the reduction
10 Tier 4 and Tier 3.

11 (D) Finally, Tier 1 funding shall be reduced by an
12 amount equal to the difference between the Minimum
13 Funding level and New State Funds and the reduction in
14 Tier 2, 3, and 4 funding. In addition, the Allocation
15 Rate for Tier 1 shall be reduced to a percentage equal
16 to 50%, multiplied by the result of New State Funds
17 divided by the Minimum Funding Level.

18 (9.5) For State fiscal year 2019 and subsequent State
19 fiscal years, if New State Funds exceed \$300,000,000, then
20 any amount in excess of \$300,000,000 shall be dedicated for
21 purposes of Section 2-3.170 of this Code up to a maximum of
22 \$50,000,000.

23 (10) In the event of a decrease in the amount of the
24 appropriation for this Section in any fiscal year after
25 implementation of this Section, the Organizational Units
26 receiving Tier 1 and Tier 2 funding, as determined under

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

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

26 (h) State Superintendent administration of funding and

1 district submission requirements.

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

5 (2) The State Superintendent shall calculate the
6 Adequacy Target for each Organizational Unit and Net State
7 Contribution Target for each Organizational Unit under
8 this Section. The State Superintendent shall also certify
9 the actual amounts of the New State Funds payable for each
10 eligible Organizational Unit based on the equitable
11 distribution calculation to the unit's treasurer, as soon
12 as possible after such amounts are calculated, including
13 any applicable adjusted charge-off increase. No
14 Evidence-Based Funding shall be distributed within an
15 Organizational Unit without the approval of the unit's
16 school board.

17 (3) Annually, the State Superintendent shall calculate
18 and report to each Organizational Unit the unit's aggregate
19 financial adequacy amount, which shall be the sum of the
20 Adequacy Target for each Organizational Unit. The State
21 Superintendent shall calculate and report separately for
22 each Organizational Unit the unit's total State funds
23 allocated for its students with disabilities. The State
24 Superintendent shall calculate and report separately for
25 each Organizational Unit the amount of funding and
26 applicable FTE calculated for each Essential Element of the

1 unit's Adequacy Target.

2 (4) Annually, the State Superintendent shall calculate
3 and report to each Organizational Unit the amount the unit
4 must expend on special education and bilingual education
5 pursuant to the unit's Base Funding Minimum, Special
6 Education Allocation, and Bilingual Education Allocation.

7 (5) Moneys distributed under this Section shall be
8 calculated on a school year basis, but paid on a fiscal
9 year basis, with payments beginning in August and extending
10 through June. Unless otherwise provided, the moneys
11 appropriated for each fiscal year shall be distributed in
12 22 equal payments at least 2 times monthly to each
13 Organizational Unit. The State Board shall publish a yearly
14 distribution schedule at its meeting in June. If moneys
15 appropriated for any fiscal year are distributed other than
16 monthly, the distribution shall be on the same basis for
17 each Organizational Unit.

18 (6) Any school district that fails, for any given
19 school year, to maintain school as required by law or to
20 maintain a recognized school is not eligible to receive
21 Evidence-Based Funding. In case of non-recognition of one
22 or more attendance centers in a school district otherwise
23 operating recognized schools, the claim of the district
24 shall be reduced in the proportion that the enrollment in
25 the attendance center or centers bears to the enrollment of
26 the school district. "Recognized school" means any public

1 school that meets the standards for recognition by the
2 State Board. A school district or attendance center not
3 having recognition status at the end of a school term is
4 entitled to receive State aid payments due upon a legal
5 claim that was filed while it was recognized.

6 (7) School district claims filed under this Section are
7 subject to Sections 18-9 and 18-12 of this Code, except as
8 otherwise provided in this Section.

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

22 (9) All Organizational Units in this State must submit
23 annual spending plans by the end of September of each year
24 to the State Board as part of the annual budget process,
25 which shall describe how each Organizational Unit will
26 utilize the Base Minimum Funding and Evidence-Based

1 funding it receives from this State under this Section with
2 specific identification of the intended utilization of
3 Low-Income, English learner, and special education
4 resources. Additionally, the annual spending plans of each
5 Organizational Unit shall describe how the Organizational
6 Unit expects to achieve student growth and how the
7 Organizational Unit will achieve State education goals, as
8 defined by the State Board. The State Superintendent may,
9 from time to time, identify additional requisites for
10 Organizational Units to satisfy when compiling the annual
11 spending plans required under this subsection (h). The
12 format and scope of annual spending plans shall be
13 developed by the State Superintendent in conjunction with
14 the Professional Review Panel.

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

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

26 (B) ways to prepare and support this State's

1 educators for successful instructional careers;

2 (C) application and enhancement of the current
3 financial accountability measures, the approved State
4 plan to comply with the federal Every Student Succeeds
5 Act, and the Illinois Balanced Accountability Measures
6 in relation to student growth and elements of the
7 Evidence-Based Funding model; and

8 (D) implementation of an effective school adequacy
9 funding system based on projected and recommended
10 funding levels from the General Assembly.

11 (i) Professional Review Panel.

12 (1) A Professional Review Panel is created to study and
13 review the implementation and effect of the Evidence-Based
14 Funding model under this Section and to recommend continual
15 recalibration and future study topics and modifications to
16 the Evidence-Based Funding model. The Panel shall elect a
17 chairperson and vice chairperson by a majority vote of the
18 Panel and shall advance recommendations based on a majority
19 vote of the Panel. A minority opinion may also accompany
20 any recommendation of the majority of the Panel. The Panel
21 shall be appointed by the State Superintendent, except as
22 otherwise provided in paragraph (2) of this subsection (i)
23 and include the following members:

24 (A) Two appointees that represent district
25 superintendents, recommended by a statewide
26 organization that represents district superintendents.

1 (B) Two appointees that represent school boards,
2 recommended by a statewide organization that
3 represents school boards.

4 (C) Two appointees from districts that represent
5 school business officials, recommended by a statewide
6 organization that represents school business
7 officials.

8 (D) Two appointees that represent school
9 principals, recommended by a statewide organization
10 that represents school principals.

11 (E) Two appointees that represent teachers,
12 recommended by a statewide organization that
13 represents teachers.

14 (F) Two appointees that represent teachers,
15 recommended by another statewide organization that
16 represents teachers.

17 (G) Two appointees that represent regional
18 superintendents of schools, recommended by
19 organizations that represent regional superintendents.

20 (H) Two independent experts selected solely by the
21 State Superintendent.

22 (I) Two independent experts recommended by public
23 universities in this State.

24 (J) One member recommended by a statewide
25 organization that represents parents.

26 (K) Two representatives recommended by collective

1 impact organizations that represent major metropolitan
2 areas or geographic areas in Illinois.

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

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

9 The State Superintendent shall ensure that the
10 membership of the Panel includes representatives from
11 school districts and communities reflecting the
12 geographic, socio-economic, racial, and ethnic diversity
13 of this State. The State Superintendent shall additionally
14 ensure that the membership of the Panel includes
15 representatives with expertise in bilingual education and
16 special education. Staff from the State Board shall staff
17 the Panel.

18 (2) In addition to those Panel members appointed by the
19 State Superintendent, 4 members of the General Assembly
20 shall be appointed as follows: one member of the House of
21 Representatives appointed by the Speaker of the House of
22 Representatives, one member of the Senate appointed by the
23 President of the Senate, one member of the House of
24 Representatives appointed by the Minority Leader of the
25 House of Representatives, and one member of the Senate
26 appointed by the Minority Leader of the Senate. There shall

1 be one additional member appointed by the Governor. All
2 members appointed by legislative leaders or the Governor
3 shall be non-voting, ex officio members.

4 (3) On an annual basis, the State Superintendent shall
5 recalibrate the following per pupil elements of the
6 Adequacy Target and applied to the formulas, based on the
7 Panel's study of average expenses as reported in the most
8 recent annual financial report:

9 (A) gifted under subparagraph (M) of paragraph (2)
10 of subsection (b) of this Section;

11 (B) instructional materials under subparagraph (O)
12 of paragraph (2) of subsection (b) of this Section;

13 (C) assessment under subparagraph (P) of paragraph
14 (2) of subsection (b) of this Section;

15 (D) student activities under subparagraph (R) of
16 paragraph (2) of subsection (b) of this Section;

17 (E) maintenance and operations under subparagraph
18 (S) of paragraph (2) of subsection (b) of this Section;
19 and

20 (F) central office under subparagraph (T) of
21 paragraph (2) of subsection (b) of this Section.

22 (4) On a periodic basis, the Panel shall study all the
23 following elements and make recommendations to the State
24 Board, the General Assembly, and the Governor for
25 modification of this Section:

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 to be studied by the Panel and reestablished by the
5 State Superintendent every 5 years.

6 (C) Maintenance and operations. Within 5 years
7 after the implementation of this Section, the Panel
8 shall make recommendations for the further study of
9 maintenance and operations costs, including capital
10 maintenance costs, and recommend any additional
11 reporting data required from Organizational Units.

12 (D) "At-risk student" definition. Within 5 years
13 after the implementation of this Section, the Panel
14 shall make recommendations for the further study and
15 determination of an "at-risk student" definition.
16 Within 5 years after the implementation of this
17 Section, the Panel shall evaluate and make
18 recommendations regarding adequate funding for poverty
19 concentration under the Evidence-Based Funding model.

20 (E) Benefits. Within 5 years after the
21 implementation of this Section, the Panel shall make
22 recommendations for further study of benefit costs.

23 (F) Technology. The per pupil target for
24 technology shall be reviewed every 3 years to determine
25 whether current allocations are sufficient to develop
26 21st century learning in all classrooms in this State

1 and supporting a one-to-one technological device
2 program in each school. Recommendations shall be made
3 no later than 3 years after the implementation of this
4 Section.

5 (G) Local Capacity Target. Within 3 years after the
6 implementation of this Section, the Panel shall make
7 recommendations for any additional data desired to
8 analyze possible modifications to the Local Capacity
9 Target, to be based on measures in addition to solely
10 EAV and to be completed within 5 years after
11 implementation of this Section.

12 (H) Funding for Alternative Schools, Laboratory
13 Schools, safe schools, and alternative learning
14 opportunities programs. By the beginning of the
15 2021-2022 school year, the Panel shall study and make
16 recommendations regarding the funding levels for
17 Alternative Schools, Laboratory Schools, safe schools,
18 and alternative learning opportunities programs in
19 this State.

20 (I) Funding for college and career acceleration
21 strategies. By the beginning of the 2021-2022 school
22 year, the Panel shall study and make recommendations
23 regarding funding levels to support college and career
24 acceleration strategies in high school that have been
25 demonstrated to result in improved secondary and
26 postsecondary outcomes, including Advanced Placement,

1 dual-credit opportunities, and college and career
2 pathway systems.

3 (J) Special education investments. By the
4 beginning of the 2021-2022 school year, the Panel shall
5 study and make recommendations on whether and how to
6 account for disability types within the special
7 education funding category.

8 (K) Early childhood investments. In collaboration
9 with the Illinois Early Learning Council, the Panel
10 shall include an analysis of what level of Preschool
11 for All Children funding would be necessary to serve
12 all children ages 0 through 5 years in the
13 highest-priority service tier, as specified in
14 paragraph (4.5) of subsection (a) of Section 2-3.71 of
15 this Code, and an analysis of the potential cost
16 savings that that level of Preschool for All Children
17 investment would have on the kindergarten through
18 grade 12 system.

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

26 (6) Within 3 years after the implementation of this

1 Section, the Panel shall evaluate and provide
2 recommendations to the Governor and the General Assembly on
3 the hold-harmless provisions of this Section found in the
4 Base Funding Minimum.

5 (j) References. Beginning July 1, 2017, references in other
6 laws to general State aid funds or calculations under Section
7 18-8.05 of this Code shall be deemed to be references to
8 evidence-based model formula funds or calculations under this
9 Section.

10 (Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18.)

11 (105 ILCS 5/19-30) (from Ch. 122, par. 19-30)

12 Sec. 19-30. Any school district which, pursuant to Section
13 10-22.31b of this Act, has entered into a joint agreement with
14 one or more school districts to acquire, build, establish and
15 maintain sites and buildings for area vocational purposes may
16 by proper resolution borrow money for the purpose of acquiring
17 sites and buildings and building, equipping, improving and
18 remodeling buildings and sites for career and technical
19 ~~vocational~~ education purposes and as evidence of such
20 indebtedness issue bonds without referendum, provided that the
21 project which is the subject of such joint agreement has been
22 designated by the State Board of Vocational Education and
23 Rehabilitation as an Area Secondary Vocational Center, and
24 further provided (a) that such district has been authorized by
25 referendum to impose the tax under Section 17-2.4 of this Act,

1 or (b) that such district, not having been so authorized by
2 such referendum, by resolution has authorized the payment of
3 its proportionate share of the cost of the area vocational
4 center under such agreement from funds raised by building tax
5 levies. The proceeds of the sale of such bonds may, in the
6 discretion of the school board of the district issuing such
7 bonds, be transferred to the Capital Development Board, any
8 other school district which is a party to such joint agreement
9 or the State or any of its agencies provided, however, that
10 such board first determines that such transfer is necessary in
11 order to accomplish the purposes for which such bonds are
12 issued. The amount of the bonds issued by any such
13 participating school district shall not exceed the district's
14 estimated proportionate share of the cost of the area
15 vocational center as budgeted under such agreement and as
16 certified by the State Board of Vocational Education and
17 Rehabilitation, and provided that (a) any such participating
18 district which has been authorized by referendum to impose the
19 tax under Section 17-2.4 of this Act, shall thereafter reduce
20 the maximum statutory amount which may be raised by such levy
21 under Section 17-2.4 to the extent of the total amount to be
22 yielded by the imposition of the tax authorized by this
23 Section, and (b) any such participating district, not having
24 been so authorized by such referendum, but having by resolution
25 authorized the payment of its proportionate share of the cost
26 of the area vocational center under such joint agreement from

1 funds raised by building tax levies, shall thereafter, annually
2 reduce the maximum statutory amount which may be raised by such
3 building tax levies to the extent of the amount to be yielded
4 annually by the imposition of the tax authorized by this
5 Section. Such bonds shall bear interest at a rate of not to
6 exceed the maximum rate authorized by the Bond Authorization
7 Act, as amended at the time of the making of the contract, and
8 shall mature within 20 years from date.

9 The failure on the part of a school district to abate or
10 reduce such taxes as described in (a) and (b) shall not
11 constitute a forfeiture by the district of its right to levy
12 the direct annual tax authorized by this Section.

13 In order to authorize and issue such bonds, the school
14 board shall adopt a resolution fixing the amount of the bonds,
15 the date thereof, maturities thereof, rates of interest
16 thereof, place of payment and denomination, which shall be in
17 denominations of not less than \$100 and not more than \$5,000
18 and provide for the levy and collection of a direct annual tax
19 upon all the taxable property in the school district sufficient
20 to pay the principal of and interest on such bonds to maturity.
21 Upon the filing in the office of the County Clerk or Clerks of
22 the County or Counties in which the school district is located
23 of a certified copy of such resolution it shall be the duty of
24 such County Clerk or Clerks to extend the tax therefor, in
25 addition to and in excess of all other taxes heretofore or
26 hereafter authorized to be levied by such school district.

1 This Section shall be cumulative and it shall constitute
2 complete authority for site acquisitions and building programs
3 and for the issuance of bonds as provided for hereunder,
4 notwithstanding any other statute or law to the contrary.

5 With respect to instruments for the payment of money issued
6 under this Section either before, on, or after the effective
7 date of this amendatory Act of 1989, it is and always has been
8 the intention of the General Assembly (i) that the Omnibus Bond
9 Acts are and always have been supplementary grants of power to
10 issue instruments in accordance with the Omnibus Bond Acts,
11 regardless of any provision of this Act that may appear to be
12 or to have been more restrictive than those Acts, (ii) that the
13 provisions of this Section are not a limitation on the
14 supplementary authority granted by the Omnibus Bond Acts, and
15 (iii) that instruments issued under this Section within the
16 supplementary authority granted by the Omnibus Bond Acts are
17 not invalid because of any provision of this Act that may
18 appear to be or to have been more restrictive than those Acts.

19 (Source: P.A. 86-4.)

20 (105 ILCS 5/21B-80)

21 Sec. 21B-80. Conviction of certain offenses as grounds for
22 disqualification for licensure or suspension or revocation of a
23 license.

24 (a) As used in this Section:

25 "Drug offense" means any one or more of the following

1 offenses:

2 (1) Any offense defined in the Cannabis Control Act,
3 except those defined in subdivisions (a), (b), and (c) of
4 Section 4 and subdivisions (a) and (b) of Section 5 of the
5 Cannabis Control Act and any offense for which the holder
6 of a license is placed on probation under the provisions of
7 Section 10 of the Cannabis Control Act, provided that if
8 the terms and conditions of probation required by the court
9 are not fulfilled, the offense is not eligible for this
10 exception.

11 (2) Any offense defined in the Illinois Controlled
12 Substances Act, except any offense for which the holder of
13 a license is placed on probation under the provisions of
14 Section 410 of the Illinois Controlled Substances Act,
15 provided that if the terms and conditions of probation
16 required by the court are not fulfilled, the offense is not
17 eligible for this exception.

18 (3) Any offense defined in the Methamphetamine Control
19 and Community Protection Act, except any offense for which
20 the holder of a license is placed on probation under the
21 provision of Section 70 of that Act, provided that if the
22 terms and conditions of probation required by the court are
23 not fulfilled, the offense is not eligible for this
24 exception.

25 (4) Any attempt to commit any of the offenses listed in
26 items (1) through (3) of this definition.

1 (5) Any offense committed or attempted in any other
2 state or against the laws of the United States that, if
3 committed or attempted in this State, would have been
4 punishable as one or more of the offenses listed in items
5 (1) through (4) of this definition.

6 The changes made by Public Act 96-431 to this definition are
7 declaratory of existing law.

8 "Sentence" includes any period of supervision or probation
9 that was imposed either alone or in combination with a period
10 of incarceration.

11 "Sex offense" means any one or more of the following
12 offenses:

13 (A) Any offense defined in Sections 11-6, 11-6.5,
14 11-6.6, 11-9 through 11-9.5, inclusive, and 11-30 (if
15 punished as a Class 4 felony) of the Criminal Code of 1961
16 or the Criminal Code of 2012; Sections 11-14.1 through
17 11-21, inclusive, of the Criminal Code of 1961 or the
18 Criminal Code of 2012; Sections 11-23 (if punished as a
19 Class 3 felony), 11-24, 11-25, and 11-26 of the Criminal
20 Code of 1961 or the Criminal Code of 2012; and Sections
21 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-4.9,
22 12-13, 12-14, 12-14.1, 12-15, 12-16, 12-32, 12-33, 12C-45,
23 and 26-4 (if punished pursuant to subdivision (4) or (5) of
24 subsection (d) of Section 26-4) of the Criminal Code of
25 1961 or the Criminal Code of 2012.

26 (B) Any attempt to commit any of the offenses listed in

1 item (A) of this definition.

2 (C) Any offense committed or attempted in any other
3 state that, if committed or attempted in this State, would
4 have been punishable as one or more of the offenses listed
5 in items (A) and (B) of this definition.

6 (b) Whenever the holder of any license issued pursuant to
7 this Article or applicant for a license to be issued pursuant
8 to this Article has been convicted of any drug offense, other
9 than as provided in subsection (c) of this Section, the State
10 Superintendent of Education shall forthwith suspend the
11 license or deny the application, whichever is applicable, until
12 7 years following the end of the sentence for the criminal
13 offense. If the conviction is reversed and the holder is
14 acquitted of the offense in a new trial or the charges against
15 him or her are dismissed, the State Superintendent of Education
16 shall forthwith terminate the suspension of the license. If the
17 conviction becomes final, the State Superintendent of
18 Education shall revoke the license.

19 (c) Whenever the holder of a license issued pursuant to
20 this Article or applicant for a license to be issued pursuant
21 to this Article has been convicted of attempting to commit,
22 conspiring to commit, soliciting, or committing any sex
23 offense, first degree murder, or a Class X felony or any
24 offense committed or attempted in any other state or against
25 the laws of the United States that, if committed or attempted
26 in this State, would have been punishable as one or more of the

1 foregoing offenses, the State Superintendent of Education
2 shall forthwith ~~suspend the license or deny the application,~~
3 ~~whichever is applicable. If the conviction is reversed and the~~
4 ~~holder is acquitted of that offense in a new trial or the~~
5 ~~charges that he or she committed that offense are dismissed,~~
6 ~~the State Superintendent of Education shall forthwith~~
7 ~~terminate the suspension of the license. When the conviction~~
8 ~~becomes final, the State Superintendent of Education shall~~
9 ~~forthwith~~ revoke the license when the conviction becomes final.

10 (Source: P.A. 99-58, eff. 7-16-15; 99-667, eff. 7-29-16.)

11 (105 ILCS 5/24A-7) (from Ch. 122, par. 24A-7)

12 Sec. 24A-7. Rules. The State Board of Education is
13 authorized to adopt such rules as are deemed necessary to
14 implement and accomplish the purposes and provisions of this
15 Article, including, but not limited to, rules (i) relating to
16 the methods for measuring student growth (including, but not
17 limited to, limitations on the age of useable data; the amount
18 of data needed to reliably and validly measure growth for the
19 purpose of teacher and principal evaluations; and whether and
20 at what time annual State assessments may be used as one of
21 multiple measures of student growth), (ii) defining the term
22 "significant factor" for purposes of including consideration
23 of student growth in performance ratings, (iii) controlling for
24 such factors as student characteristics (including, but not
25 limited to, students receiving special education and English

1 ~~Language~~ Learner services), student attendance, and student
2 mobility so as to best measure the impact that a teacher,
3 principal, school and school district has on students' academic
4 achievement, (iv) establishing minimum requirements for
5 district teacher and principal evaluation instruments and
6 procedures, and (v) establishing a model evaluation plan for
7 use by school districts in which student growth shall comprise
8 50% of the performance rating. Notwithstanding any provision in
9 this Section, such rules shall not preclude a school district
10 having 500,000 or more inhabitants from using an annual State
11 assessment as the sole measure of student growth for purposes
12 of teacher or principal evaluations.

13 The State Superintendent of Education shall convene a
14 Performance Evaluation Advisory Council, which shall be
15 staffed by the State Board of Education. Members of the Council
16 shall be selected by the State Superintendent and include,
17 without limitation, representatives of teacher unions and
18 school district management, persons with expertise in
19 performance evaluation processes and systems, as well as other
20 stakeholders. The Council shall meet at least quarterly, and
21 may also meet at the call of the chairperson of the Council,
22 following the effective date of this amendatory Act of the
23 100th General Assembly until June 30, 2021. The Council shall
24 advise the State Board of Education on the ongoing
25 implementation of performance evaluations in this State, which
26 may include gathering public feedback, sharing best practices,

1 consulting with the State Board on any proposed rule changes
2 regarding evaluations, and other subjects as determined by the
3 chairperson of the Council.

4 Prior to the applicable implementation date, these rules
5 shall not apply to teachers assigned to schools identified in
6 an agreement entered into between the board of a school
7 district operating under Article 34 of this Code and the
8 exclusive representative of the district's teachers in
9 accordance with Section 34-85c of this Code.

10 (Source: P.A. 100-211, eff. 8-18-17.)

11 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

12 Sec. 27-22. Required high school courses.

13 (a) (Blank).

14 (b) (Blank).

15 (c) (Blank).

16 (d) (Blank).

17 (e) As a prerequisite to receiving a high school diploma,
18 each pupil entering the 9th grade in the 2008-2009 school year
19 or a subsequent school year must, in addition to other course
20 requirements, successfully complete all of the following
21 courses:

22 (1) Four years of language arts.

23 (2) Two years of writing intensive courses, one of
24 which must be English and the other of which may be English
25 or any other subject. When applicable, writing-intensive

1 courses may be counted towards the fulfillment of other
2 graduation requirements.

3 (3) Three years of mathematics, one of which must be
4 Algebra I, one of which must include geometry content, and
5 one of which may be an Advanced Placement computer science
6 course if the pupil successfully completes Algebra II or an
7 integrated mathematics course with Algebra II content.

8 (4) Two years of science.

9 (5) Two years of social studies, of which at least one
10 year must be history of the United States or a combination
11 of history of the United States and American government
12 and, beginning with pupils entering the 9th grade in the
13 2016-2017 school year and each school year thereafter, at
14 least one semester must be civics, which shall help young
15 people acquire and learn to use the skills, knowledge, and
16 attitudes that will prepare them to be competent and
17 responsible citizens throughout their lives. Civics course
18 content shall focus on government institutions, the
19 discussion of current and controversial issues, service
20 learning, and simulations of the democratic process.
21 School districts may utilize private funding available for
22 the purposes of offering civics education.

23 (6) One year chosen from (A) music, (B) art, (C)
24 foreign language, which shall be deemed to include American
25 Sign Language, or (D) career and technical ~~vocational~~
26 education.

1 (f) The State Board of Education shall develop and inform
2 school districts of standards for writing-intensive
3 coursework.

4 (f-5) If a school district offers an Advanced Placement
5 computer science course to high school students, then the
6 school board must designate that course as equivalent to a high
7 school mathematics course and must denote on the student's
8 transcript that the Advanced Placement computer science course
9 qualifies as a mathematics-based, quantitative course for
10 students in accordance with subdivision (3) of subsection (e)
11 of this Section.

12 (g) This amendatory Act of 1983 does not apply to pupils
13 entering the 9th grade in 1983-1984 school year and prior
14 school years or to students with disabilities whose course of
15 study is determined by an individualized education program.

16 This amendatory Act of the 94th General Assembly does not
17 apply to pupils entering the 9th grade in the 2004-2005 school
18 year or a prior school year or to students with disabilities
19 whose course of study is determined by an individualized
20 education program.

21 (h) The provisions of this Section are subject to the
22 provisions of Section 27-22.05 of this Code and the
23 Postsecondary and Workforce Readiness Act.

24 (Source: P.A. 99-434, eff. 7-1-16 (see P.A. 99-485 for the
25 effective date of changes made by P.A. 99-434); 99-485, eff.
26 11-20-15; 99-674, eff. 7-29-16; 100-443, eff. 8-25-17.)

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 at
6 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 5/27A-12)

13 Sec. 27A-12. Evaluation; report. On or before September 30
14 of every odd-numbered year, all local school boards with at
15 least one charter school, as well as the Commission, shall
16 submit to the State Board any information required by the State
17 Board pursuant to applicable rule. On or before the second
18 Wednesday in January of every even-numbered year, the State
19 Board shall issue a report to the General Assembly and the
20 Governor on its findings for the previous 2 school years. The
21 report may be submitted electronically in the manner prescribed
22 by the State Board. The State Board's report shall summarize
23 all of the following:

24 (1) The authorizer's strategic vision for chartering

1 and progress toward achieving that vision.

2 (2) The academic and financial performance of all
3 operating charter schools overseen by the authorizer,
4 according to the performance expectations for charter
5 schools set forth in this Article.

6 (3) The status of the authorizer's charter school
7 portfolio, identifying all charter schools in each of the
8 following categories: approved (but not yet open),
9 operating, renewed, transferred, revoked, not renewed,
10 voluntarily closed, or never opened.

11 (4) The authorizing functions provided by the
12 authorizer to the charter schools under its purview,
13 including the authorizer's operating costs and expenses
14 detailed in annual audited financial statements, which
15 must conform with generally accepted accounting
16 principles.

17 Further, in the report required by this Section, the State
18 Board (i) shall compare the performance of charter school
19 pupils with the performance of ethnically and economically
20 comparable groups of pupils in other public schools who are
21 enrolled in academically comparable courses, (ii) shall review
22 information regarding the regulations and policies from which
23 charter schools were released to determine if the exemptions
24 assisted or impeded the charter schools in meeting their stated
25 goals and objectives, and (iii) shall include suggested changes
26 in State law necessary to strengthen charter schools.

1 In addition, the State Board shall undertake and report on
2 periodic evaluations of charter schools that include
3 evaluations of student academic achievement, the extent to
4 which charter schools are accomplishing their missions and
5 goals, the sufficiency of funding for charter schools, and the
6 need for changes in the approval process for charter schools.

7 Based on the information that the State Board receives from
8 authorizers and the State Board's ongoing monitoring of both
9 charter schools and authorizers, the State Board has the power
10 to remove the power to authorize from any authorizer in this
11 State if the authorizer does not demonstrate a commitment to
12 high-quality authorization practices and, if necessary, revoke
13 the chronically low-performing charters authorized by the
14 authorizer at the time of the removal. The State Board shall
15 adopt rules as needed to carry out this power, including
16 provisions to determine the status of schools authorized by an
17 authorizer whose authorizing power is revoked.

18 (Source: P.A. 96-105, eff. 7-30-09; 97-152, eff. 7-20-11.)

19 (105 ILCS 5/34-225)

20 Sec. 34-225. School transition plans.

21 (a) If the Board approves a school action, the chief
22 executive officer or his or her designee shall work
23 collaboratively with local school educators and families of
24 students attending a school that is the subject of a school
25 action to ensure successful integration of affected students

1 into new learning environments.

2 (b) The chief executive officer or his or her designee
3 shall prepare and implement a school transition plan to support
4 students attending a school that is the subject of a school
5 action that accomplishes the goals of this Section. The chief
6 executive must identify and commit specific resources for
7 implementation of the school transition plan for a minimum of
8 the full first academic year after the board approves a school
9 action.

10 (c) The school transition plan shall include the following:

11 (1) services to support the academic, social, and
12 emotional needs of students; supports for students with
13 disabilities, homeless students, and English ~~language~~
14 learners; and support to address security and safety
15 issues;

16 (2) options to enroll in higher performing schools;

17 (3) informational briefings regarding the choice of
18 schools that include all pertinent information to enable
19 the parent or guardian and child to make an informed
20 choice, including the option to visit the schools of choice
21 prior to making a decision; and

22 (4) the provision of appropriate transportation where
23 practicable.

24 (d) When implementing a school action, the Board must make
25 reasonable and demonstrated efforts to ensure that:

26 (1) affected students receive a comparable level of

1 social support services provided by Chicago Public Schools
2 that were available at the previous school, provided that
3 the need for such social support services continue to
4 exist; and

5 (2) class sizes of any receiving school do not exceed
6 those established under the Chicago Public Schools policy
7 regarding class size, subject to principal discretion.

8 (Source: P.A. 97-473, eff. 1-1-12; 97-474, eff. 8-22-11;
9 97-813, eff. 7-13-12; 97-1133, eff. 11-30-12.)

10 (105 ILCS 5/3-3 rep.)

11 Section 10. The School Code is amended by repealing Section
12 3-3.

13 Section 95. No acceleration or delay. Where this Act makes
14 changes in a statute that is represented in this Act by text
15 that is not yet or no longer in effect (for example, a Section
16 represented by multiple versions), the use of that text does
17 not accelerate or delay the taking effect of (i) the changes
18 made by this Act or (ii) provisions derived from any other
19 Public Act.

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3	105 ILCS 5/1A-4	from Ch. 122, par. 1A-4
4	105 ILCS 5/1C-4	
5	105 ILCS 5/2-3.11	from Ch. 122, par. 2-3.11
6	105 ILCS 5/2-3.71a	from Ch. 122, par. 2-3.71a
7	105 ILCS 5/2-3.83	from Ch. 122, par. 2-3.83
8	105 ILCS 5/2-3.172	
9	105 ILCS 5/10-9	from Ch. 122, par. 10-9
10	105 ILCS 5/10-22.31b	from Ch. 122, par. 10-22.31b
11	105 ILCS 5/10-23.3a	from Ch. 122, par. 10-23.3a
12	105 ILCS 5/11E-130	
13	105 ILCS 5/13-41	from Ch. 122, par. 13-41
14	105 ILCS 5/14-8.03	from Ch. 122, par. 14-8.03
15	105 ILCS 5/14C-13	from Ch. 122, par. 14C-13
16	105 ILCS 5/17-2.4	from Ch. 122, par. 17-2.4
17	105 ILCS 5/18-8.05	
18	105 ILCS 5/18-8.15	
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21	105 ILCS 5/24A-7	from Ch. 122, par. 24A-7
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1 105 ILCS 5/3-3 rep.