



Rep. David S. Olsen

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10000HB5170ham001

LRB100 19166 AXK 37121 a

1 AMENDMENT TO HOUSE BILL 5170

2 AMENDMENT NO. _____. Amend House Bill 5170 by replacing
3 everything after the enacting clause with the following:

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, 2-3.162, 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, 24A-7, 27-22, 27-22.2, 27A-12, and 34-225 and
8 by renumbering and changing Section 2-3.170 as follows:

9 (105 ILCS 5/1A-4) (from Ch. 122, par. 1A-4)

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

11 A. (Blank).

12 B. The Board shall determine the qualifications of and
13 appoint a chief education officer, to be known as the State
14 Superintendent of Education, who may be proposed by the
15 Governor and who shall serve at the pleasure of the Board and
16 pursuant to a performance-based contract linked to statewide

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

1 of the General Assembly that, beginning with the Governor who
2 takes office on the second Monday of January, 2007, a State
3 Superintendent of Education be appointed at the beginning of
4 each term of a Governor after that Governor has made
5 appointments to the Board. The State Superintendent of
6 Education shall not serve as a member of the State Board of
7 Education. The Board shall set the compensation of the State
8 Superintendent of Education who shall serve as the Board's
9 chief executive officer. The Board shall also establish the
10 duties, powers and responsibilities of the State
11 Superintendent, which shall be included in the State
12 Superintendent's performance-based contract along with the
13 goals and indicators of student performance and academic
14 improvement used to measure the performance and effectiveness
15 of the State Superintendent. The State Board of Education may
16 delegate to the State Superintendent of Education the authority
17 to act on the Board's behalf, provided such delegation is made
18 pursuant to adopted board policy or the powers delegated are
19 ministerial in nature. The State Board may not delegate
20 authority under this Section to the State Superintendent to (1)
21 nonrecognize school districts, (2) withhold State payments as a
22 penalty, or (3) make final decisions under the contested case
23 provisions of the Illinois Administrative Procedure Act unless
24 otherwise provided by law.

25 C. The powers and duties of the State Board of Education
26 shall encompass all duties delegated to the Office of

1 Superintendent of Public Instruction on January 12, 1975,
2 except as the law providing for such powers and duties is
3 thereafter amended, and such other powers and duties as the
4 General Assembly shall designate. The Board shall be
5 responsible for the educational policies and guidelines for
6 public schools, pre-school through grade 12 and Career and
7 Technical ~~Vocational~~ Education in the State of Illinois. The
8 Board shall analyze the present and future aims, needs, and
9 requirements of education in the State of Illinois and
10 recommend to the General Assembly the powers which should be
11 exercised by the Board. The Board shall recommend the passage
12 and the legislation necessary to determine the appropriate
13 relationship between the Board and local boards of education
14 and the various State agencies and shall recommend desirable
15 modifications in the laws which affect schools.

16 D. Two members of the Board shall be appointed by the
17 chairperson to serve on a standing joint Education Committee, 2
18 others shall be appointed from the Board of Higher Education, 2
19 others shall be appointed by the chairperson of the Illinois
20 Community College Board, and 2 others shall be appointed by the
21 chairperson of the Human Resource Investment Council. The
22 Committee shall be responsible for making recommendations
23 concerning the submission of any workforce development plan or
24 workforce training program required by federal law or under any
25 block grant authority. The Committee will be responsible for
26 developing policy on matters of mutual concern to elementary,

1 secondary and higher education such as Occupational and Career
2 Education, Teacher Preparation and Certification, Educational
3 Finance, Articulation between Elementary, Secondary and Higher
4 Education and Research and Planning. The joint Education
5 Committee shall meet at least quarterly and submit an annual
6 report of its findings, conclusions, and recommendations to the
7 State Board of Education, the Board of Higher Education, the
8 Illinois Community College Board, the Human Resource
9 Investment Council, the Governor, and the General Assembly. All
10 meetings of this Committee shall be official meetings for
11 reimbursement under this Act. On the effective date of this
12 amendatory Act of the 95th General Assembly, the Joint
13 Education Committee is abolished.

14 E. Five members of the Board shall constitute a quorum. A
15 majority vote of the members appointed, confirmed and serving
16 on the Board is required to approve any action, except that the
17 7 new Board members who were appointed to fill seats of members
18 whose terms were terminated on the effective date of this
19 amendatory act of the 93rd General Assembly may vote to approve
20 actions when appointed and serving.

21 Using the most recently available data, the Board shall
22 prepare and submit electronically, in the manner prescribed by
23 the Board, to the General Assembly and the Governor on or
24 before each January 14, ~~1976 and annually thereafter~~ a report
25 or reports of its findings and recommendations. Such annual
26 report shall contain a separate section which provides a

1 critique and analysis of the status of education in Illinois
2 and which identifies its specific problems and recommends
3 express solutions therefor. Such annual report also shall
4 contain the following information for the preceding year ending
5 on June 30: each act or omission of a school district of which
6 the State Board of Education has knowledge as a consequence of
7 scheduled, approved visits and which constituted a failure by
8 the district to comply with applicable State or federal laws or
9 regulations relating to public education, the name of such
10 district, the date or dates on which the State Board of
11 Education notified the school district of such act or omission,
12 and what action, if any, the school district took with respect
13 thereto after being notified thereof by the State Board of
14 Education. The report shall also include the statewide high
15 school dropout rate by grade level, sex and race and the annual
16 student dropout rate of and the number of students who graduate
17 from, transfer from or otherwise leave bilingual programs. The
18 Auditor General shall annually perform a compliance audit of
19 the State Board of Education's performance of the reporting
20 duty imposed by this amendatory Act of 1986. A regular system
21 of communication with other directly related State agencies
22 shall be implemented.

23 The requirement for reporting to the General Assembly shall
24 be satisfied by filing copies of the report electronically with
25 the Speaker, the Minority Leader and the Clerk of the House of
26 Representatives and the President, the Minority Leader and the

1 Secretary of the Senate and the Legislative Council, and as
2 otherwise required by Section 3.1 of the General Assembly
3 Organization Act, and filing such additional copies with the
4 State Government Report Distribution Center for the General
5 Assembly as is required under paragraph (t) of Section 7 of the
6 State Library Act.

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

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

14 (105 ILCS 5/1C-4)

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

1 34 of this Code are the same as for all other school districts
2 in this State.

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

4 (105 ILCS 5/2-3.11) (from Ch. 122, par. 2-3.11)

5 Sec. 2-3.11. Report to Governor and General Assembly. To
6 report electronically, in the manner prescribed by the State
7 Board of Education, to the Governor and General Assembly
8 annually on or before January 14 the condition of the schools
9 of the State using the most recently available data.

10 Such annual report shall contain reports of the State
11 Teacher Certification Board; the schools of the State
12 charitable institutions; reports on driver education, special
13 education, and transportation; and for such year the annual
14 statistical reports of the State Board of Education, including
15 the number and kinds of school districts; number of school
16 attendance centers; number of men and women teachers;
17 enrollment by grades; total enrollment; total days attendance;
18 total days absence; average daily attendance; number of
19 elementary and secondary school graduates; assessed valuation;
20 tax levies and tax rates for various purposes; amount of
21 teachers' orders, anticipation warrants, and bonds
22 outstanding; and number of men and women teachers and total
23 enrollment of private schools. The report shall give for all
24 school districts receipts from all sources and expenditures for
25 all purposes for each fund; the total operating expense, the

1 per capita cost, and instructional expenditures; federal and
2 state aids and reimbursements; new school buildings, and
3 recognized schools; together with such other information and
4 suggestions as the State Board of Education may deem important
5 in relation to the schools and school laws and the means of
6 promoting education throughout the state.

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

1 government units).

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

3 (105 ILCS 5/2-3.71a) (from Ch. 122, par. 2-3.71a)

4 Sec. 2-3.71a. Grants for early childhood parental training
5 programs. The State Board of Education shall implement and
6 administer a grant program consisting of grants to public
7 school districts and other eligible entities, as defined by the
8 State Board of Education, to conduct early childhood parental
9 training programs for the parents of children in the period of
10 life from birth to kindergarten. A public school district that
11 receives grants under this Section may contract with other
12 eligible entities to conduct an early childhood parental
13 training program. These grants must be used to supplement, not
14 supplant, funds received from any other source. A school board
15 or other eligible entity shall employ appropriately qualified
16 personnel for its early childhood parental training program,
17 including but not limited to certified teachers, counselors,
18 psychiatrists, psychologists and social workers.

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

21 (1) Child growth and development, including prenatal
22 development.

23 (2) Childbirth and child care.

24 (3) Family structure, function and management.

25 (4) Prenatal and postnatal care for mothers and

1 infants.

2 (5) Prevention of child abuse.

3 (6) The physical, mental, emotional, social, economic
4 and psychological aspects of interpersonal and family
5 relationships.

6 (7) Parenting skill development.

7 The programs shall include activities that require
8 substantial participation and interaction between parent and
9 child.

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

16 (c) The State Board of Education shall assist those
17 districts and other eligible entities offering early childhood
18 parental training programs, upon request, in developing
19 instructional materials, training teachers and staff, and
20 establishing appropriate time allotments for each of the areas
21 included in such instruction.

22 (d) School districts and other eligible entities may offer
23 early childhood parental training courses during that period of
24 the day which is not part of the regular school day. Residents
25 of the community may enroll in such courses. The school board
26 or other eligible entity may establish fees and collect such

1 charges as may be necessary for attendance at such courses in
2 an amount not to exceed the per capita cost of the operation
3 thereof, except that the board or other eligible entity may
4 waive all or part of such charges if it determines that the
5 parent is indigent or that the educational needs of the parent
6 require his or her attendance at such courses.

7 (e) Parents who participate in early childhood parental
8 training programs under this Section may be eligible for
9 reasonable reimbursement of any incidental transportation and
10 child care expenses from the school district receiving funds
11 pursuant to this Section.

12 (f) Districts and other eligible entities receiving grants
13 pursuant to this Section shall coordinate programs created
14 under this Section with other preschool educational programs,
15 including "at-risk" preschool programs, special and career and
16 technical ~~vocational~~ education, and related services provided
17 by other governmental agencies and not-for-profit agencies.

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

22 (h) After July 1, 2006, any parental training services
23 funded pursuant to this Section on the effective date of this
24 amendatory Act of the 94th General Assembly shall continue to
25 be funded pursuant to this Section, subject to appropriation
26 and the meeting of program standards. Any additional parental

1 training services must be funded, subject to appropriation,
2 through preschool education grants pursuant to subdivision (4)
3 of subsection (a) of Section 2-3.71 of this Code for families
4 with children ages 3 to 5 and through prevention initiative
5 grants pursuant to subsection (b) of Section 2-3.89 of this
6 Code for expecting families and those with children from birth
7 to 3 years of age.

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

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

12 (105 ILCS 5/2-3.83) (from Ch. 122, par. 2-3.83)

13 Sec. 2-3.83. Individual transition plan model pilot
14 program.

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

1 post-school adult services.

2 (b) For purposes of this Section:

3 (1) "Post-secondary Service Provider" means a provider
4 of services for adults who have any developmental
5 disability as defined in Section 1-106 of the Mental Health
6 and Developmental Disabilities Code or who are persons with
7 one or more disabilities as defined in the Rehabilitation
8 of Persons with Disabilities Act.

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

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

25 (4) "Developmental Disability" means a disability
26 which is attributable to: (a) an intellectual disability,

1 cerebral palsy, epilepsy or autism; or to (b) any other
2 condition which results in impairment similar to that
3 caused by an intellectual disability and which requires
4 services similar to those required by persons with an
5 intellectual disability. Such disability must originate
6 before the age of 18 years, be expected to continue
7 indefinitely, and constitute a substantial disability.

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

14 (c) The model pilot program required by this Section shall
15 be established and administered by the Governor's Planning
16 Council on Developmental Disabilities in conjunction with the
17 case coordination pilot projects established by the Department
18 of Human Services pursuant to Section 4.1 of the Community
19 Services Act, as amended.

20 (d) The model pilot program shall include the following
21 features:

22 (1) Written notice shall be sent to the student and,
23 when appropriate, his or her parent or guardian giving the
24 opportunity to consent to having the student's name and
25 relevant information shared with the local case
26 coordination unit and other appropriate State or local

1 agencies for purposes of inviting participants to the
2 individual transition plan meeting.

3 (2) Meetings to develop and modify, as needed, an
4 Individual Transition Plan shall be conducted annually for
5 all students with a developmental disability in the pilot
6 program area who are age 16 or older and who are receiving
7 special education services for 50% or more of their public
8 school program. These meetings shall be convened by the
9 local school district and conducted in conjunction with any
10 other regularly scheduled meetings such as the student's
11 annual individual educational plan meeting. The Governor's
12 Planning Council on Developmental Disabilities shall
13 cooperate with and may enter into any necessary written
14 agreements with the Department of Human Services and the
15 State Board of Education to identify the target group of
16 students for transition planning and the appropriate case
17 coordination unit to serve these individuals.

18 (3) The ITP meetings shall be co-chaired by the
19 individual education plan coordinator and the case
20 coordinator. The ITP meeting shall include but not be
21 limited to discussion of the following: the student's
22 projected date of exit from the public schools; his
23 projected post-school goals in the areas of employment,
24 residential living arrangement and post-secondary
25 education or training; specific school or post-school
26 services needed during the following year to achieve the

1 student's goals, including but not limited to vocational
2 evaluation, career and technical ~~vocational~~ education,
3 work experience or vocational training, placement
4 assistance, independent living skills training,
5 recreational or leisure training, income support, medical
6 needs and transportation; and referrals and linkage to
7 needed services, including a proposed time frame for
8 services and the responsible agency or provider. The
9 individual transition plan shall be signed by participants
10 in the ITP discussion, including but not limited to the
11 student's parents or guardian, the student (where
12 appropriate), multi-disciplinary team representatives from
13 the public schools, the case coordinator and any other
14 individuals who have participated in the ITP meeting at the
15 discretion of the individual education plan coordinator,
16 the developmental disability case coordinator or the
17 parents or guardian.

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

1 (5) Determinations with respect to individual
2 transition plans made under this Section shall not be
3 subject to any due process requirements prescribed in
4 Section 14-8.02 of this Code.

5 (e) (Blank).

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

7 (105 ILCS 5/2-3.162)

8 Sec. 2-3.162. Student discipline report; school discipline
9 improvement plan.

10 (a) On or before October 31, 2015 and on or before October
11 31 of each subsequent year, the State Board of Education,
12 through the State Superintendent of Education, shall prepare a
13 report on student discipline in all school districts in this
14 State, including State-authorized charter schools. This report
15 shall include data from all public schools within school
16 districts, including district-authorized charter schools. This
17 report must be posted on the Internet website of the State
18 Board of Education. The report shall include data on the
19 issuance of out-of-school suspensions, expulsions, and
20 removals to alternative settings in lieu of another
21 disciplinary action, disaggregated by race and ethnicity,
22 gender, age, grade level, whether a student is an English
23 learner, incident type, and discipline duration.

24 (b) The State Board of Education shall analyze the data
25 under subsection (a) of this Section on an annual basis and

1 determine the top 20% of school districts qualifying under any
2 of ~~for~~ the following metrics:

3 (1) Total number of out-of-school suspensions divided
4 by the total district enrollment by the last school day in
5 September for the year in which the data was collected,
6 multiplied by 100.

7 (2) Total number of out-of-school expulsions divided
8 by the total district enrollment by the last school day in
9 September for the year in which the data was collected,
10 multiplied by 100.

11 (3) Racial disproportionality, defined as the
12 overrepresentation of students of color or white students
13 in comparison to the total number of students of color or
14 white students on October 1st of the school year in which
15 data are collected, with respect to the use of
16 out-of-school suspensions and expulsions, which must be
17 calculated using the same method as the U.S. Department of
18 Education's Office for Civil Rights uses.

19 ~~The analysis must be based on data collected over 3~~
20 ~~consecutive school years, beginning with the 2014-2015 school~~
21 ~~year.~~

22 (c) On or before October 31, 2018 and on or before October
23 31 of each subsequent year, the State Board of Education shall
24 notify each school district ~~Beginning with the 2017-2018 school~~
25 ~~year, the State Board of Education shall require each of the~~
26 ~~school districts that are identified in the top 20% of any of~~

1 the metrics described in ~~this~~ subsection (b) of this Section
2 for 3 consecutive school years that the school district must
3 submit a plan in conformance with subsection (d) of this
4 Section.

5 (d) School districts identified in the top 20% of any of
6 the metrics described in subsection (b) of this Section for 3
7 consecutive school years must, in a manner prescribed by the
8 State Board of Education, submit a plan to the State Board of
9 Education that identifies ~~to submit a plan identifying~~ the
10 strategies the school district will implement to reduce the use
11 of exclusionary disciplinary practices or racial
12 disproportionality or both, if applicable. ~~School districts~~
13 ~~that no longer meet the criteria described in any of the~~
14 ~~metrics described in this subsection (b) for 3 consecutive~~
15 ~~years shall no longer be required to submit a plan.~~

16 This plan may be combined with any other improvement plans
17 required under federal or State law.

18 The plan must be approved at a public school board meeting
19 no later than 90 days after notification from the State Board
20 of Education pursuant to subsection (c) of this Section and
21 must be posted on the school district's Internet website.
22 Within one calendar year after the school board's approval of
23 the plan, the school district shall submit to the State Board
24 of Education, in a manner prescribed by the State Board of
25 Education, and post on the district's Internet website a
26 progress report describing the implementation of the plan and

1 the results achieved. Additional annual progress reports shall
2 be required until a school district no longer meets the
3 criteria in any of the metrics described in subsection (b) of
4 this Section for 3 consecutive school years.

5 (e) The calculation of the top 20% of any of the metrics
6 described in ~~this~~ subsection (b) of this Section shall exclude
7 all school districts, State-authorized charter schools, and
8 special charter districts that issued fewer than a total of 10
9 out-of-school suspensions or expulsions, whichever is
10 applicable, during the school year. The calculation of the top
11 20% of the metric described in subdivision (3) of ~~this~~
12 subsection (b) of this Section shall exclude all school
13 districts with an enrollment of fewer than 50 white students or
14 fewer than 50 students of color.

15 ~~The plan must be approved at a public school board meeting~~
16 ~~and posted on the school district's Internet website. Within~~
17 ~~one year after being identified, the school district shall~~
18 ~~submit to the State Board of Education and post on the~~
19 ~~district's Internet website a progress report describing the~~
20 ~~implementation of the plan and the results achieved.~~

21 (Source: P.A. 98-1102, eff. 8-26-14; 99-30, eff. 7-10-15;
22 99-78, eff. 7-20-15; revised 9-25-17.)

23 (105 ILCS 5/2-3.172)

24 Sec. 2-3.172 ~~2-3.170~~. High-skilled manufacturing teaching
25 resources. The State Board of Education shall post resources

1 regarding the teaching of high-skilled manufacturing, to be
2 used in high schools and career and technical ~~vocational~~
3 education programs.

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

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

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

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

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

25 A. the contract is with a person, firm, partnership,

1 association, corporation or cooperative association in
2 which the board member has less than a 7 1/2% share in the
3 ownership; and

4 B. such interested board member publicly discloses the
5 nature and extent of his interest prior to or during
6 deliberations concerning the proposed award of the
7 contract; and

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

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

13 E. the contract is awarded after sealed bids to the
14 lowest responsible bidder if the amount of the contract
15 exceeds \$1500, or awarded without bidding if the amount of
16 the contract is less than \$1500; and

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

22 (c) In addition to the above exemption, any board member
23 may provide materials, merchandise, property, services or
24 labor if:

25 A. the award of the contract is approved by a majority
26 vote of the board provided that any such interested member

1 shall abstain from voting; and

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

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

18 D. such interested member publicly discloses the
19 nature and extent of his interest prior to or during
20 deliberations concerning the proposed award of the
21 contract; and

22 E. such interested member abstains from voting on the
23 award of the contract, though he shall be considered
24 present for the purposes of establishing a quorum.

25 (d) In addition to exemptions otherwise authorized by this
26 Section, any board member may purchase for use as the board

1 member's primary place of residence a house constructed by the
2 district's career and technical ~~vocational~~ education students
3 on the same basis that any other person would be entitled to
4 purchase the property. The sale of the house by the district
5 must comply with the requirements set forth in Section 5-22 of
6 The School Code.

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

18 (f) Nothing contained in this Section, including the
19 restrictions set forth in subsections (b), (c), (d) and (e),
20 shall preclude a contract of deposit of monies, loans or other
21 financial services by a school district with a local bank or
22 local savings and loan association, regardless of whether a
23 member or members of the governing body of the school district
24 are interested in such bank or savings and loan association as
25 an officer or employee or as a holder of less than 7 1/2% of the
26 total ownership interest. A member or members holding such an

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

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

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

22 (105 ILCS 5/10-22.31b) (from Ch. 122, par. 10-22.31b)

23 Sec. 10-22.31b. Joint building programs. To enter into
24 joint agreements either under this Act or under the
25 Intergovernmental Cooperation Act with other school boards to

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

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

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

8 (105 ILCS 5/10-23.3a) (from Ch. 122, par. 10-23.3a)

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

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

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

1 (105 ILCS 5/11E-130)

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

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

15 (b) In those instances, however, when more than 50% of the
16 territory of any unit district was not, immediately prior to
17 its establishment, included within the territory of a high
18 school district that was a signatory to the same joint
19 agreement career and technical ~~vocational~~ education program,
20 then the unit district shall not be deemed upon its
21 establishment to be a signatory to the joint agreement nor
22 shall the unit district be deemed to have the special tax levy
23 rights under Section 17-2.4 of this Code.

24 (c) Nothing in this Section shall be deemed to forbid the
25 unit district from subsequently joining a joint agreement

1 career and technical ~~vocational~~ education program and to
2 thereafter levy a tax under Section 17-2.4 of this Code by
3 following the provisions of Section 17-2.4. In the event that
4 any such unit district should subsequently join any such joint
5 agreement career and technical ~~vocational~~ education program,
6 it shall be entitled to a fair credit, as computed by the State
7 Board of Education, for any capital contributions previously
8 made to the joint agreement career and technical ~~vocational~~
9 education program from taxes levied against the assessed
10 valuation of property situated in any part of the territory
11 included within the unit district.

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

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

14 Sec. 13-41. The Board of Education for this school district
15 shall be composed of the Director of the Department of Juvenile
16 Justice, 2 members appointed by the Director of the Department
17 of Juvenile Justice and 4 members appointed by the State Board
18 of Education, at least one of whom shall have knowledge of, or
19 experience in, career and technical ~~vocational~~ education and
20 one of whom shall have knowledge of, or experience in, higher
21 and continuing education. All members of the Board shall hold
22 office for a period of 3 years, except that members shall
23 continue to serve until their replacements are appointed.
24 Vacancies shall be filled in like manner for the unexpired
25 balance of the term. The members appointed shall be selected so

1 far as is practicable on the basis of their knowledge of, or
2 experience in, problems of education in correctional,
3 vocational and general educational institutions. Members shall
4 serve without compensation, but shall be reimbursed for
5 reasonable expenses incurred in the performance of their
6 duties.

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

8 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

9 Sec. 14-8.03. Transition services.

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

1 incentives education, and the provision of a functional
2 vocational evaluation. Transition services for a child with a
3 disability may be special education, if provided as specially
4 designed instruction, or a related service if required to
5 assist a child with a disability to benefit from special
6 education.

7 (a-5) Beginning no later than the first individualized
8 education plan (IEP) in effect when the student turns age 14
9 1/2 (or younger if determined appropriate by the IEP Team) and
10 updated annually thereafter, the IEP must include (i)
11 measurable post-secondary goals based upon age-appropriate
12 transition assessments and other information available
13 regarding the student that are related to training, education,
14 employment, and independent living skills and (ii) the
15 transition services needed to assist the student in reaching
16 those goals, including courses of study.

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

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

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

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

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

7 (105 ILCS 5/14C-13) (from Ch. 122, par. 14C-13)

8 Sec. 14C-13. Advisory Council.

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

19 Initial appointees shall serve terms determined by lot as
20 follows: 6 for one year, 6 for 2 years and 5 for 3 years.
21 Successors shall serve 3-year terms. Members annually shall
22 select a chairman from among their number. Members shall
23 receive no compensation but may be reimbursed for necessary
24 expenses incurred in the performance of their duties.

25 By no later than December 1, 2011, the Council shall submit

1 a report to the State Superintendent of Education, the
2 Governor, and the General Assembly addressing, at a minimum,
3 the following questions:

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

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

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

13 (4) whether and how to allow school districts to
14 administer alternative bilingual education programs
15 instead of transitional bilingual education programs.

16 By no later than January 1, 2013, the Council shall submit
17 a report to the State Superintendent of Education, the
18 Governor, and the General Assembly addressing, at a minimum,
19 the following questions:

20 (i) whether and how bilingual education programs
21 should be modified to be more flexible and achieve a higher
22 success rate among Hispanic students in the classroom and
23 on State assessments;

24 (ii) whether and how bilingual education programs
25 should be modified to increase parental involvement
26 including the use of parent academies;

1 (iii) whether and how bilingual education programs
2 should be modified to increase cultural competency through
3 a cultural competency program among bilingual teaching
4 staff; and

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

10 (b) For the purpose of this Section:

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

20 (1) understand and use their children's standardized
21 tests to effectively advocate for their children's
22 academic success;

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

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

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

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

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

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

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

17 (iii) realize the benefits and challenges of reaching
18 proficiency in cultural competency;

19 (iv) engage in conversations that lead to
20 self-awareness and greater insight regarding diversity;
21 and

22 (v) learn strategies for building student-teacher
23 relationships and making instruction more comprehensible
24 and relevant for all students.

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

1 (105 ILCS 5/17-2.4) (from Ch. 122, par. 17-2.4)

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

19 When the school boards of two or more districts enter into
20 a joint agreement for an area career and technical ~~vocational~~
21 education building program under Section 10-22.31b their
22 agreement may provide, or may be amended to provide, that the
23 question of the levy of the tax authorized by this Section
24 shall be certified to the proper election authorities, for
25 submission to the voters of all of the participating districts
26 in accordance with the general election law, in the same

1 election and that the approval of that levy by a majority of
2 the electors voting upon the proposition in the area comprised
3 of the participating districts, considered as a whole, shall be
4 deemed to authorize that levy in each participating district
5 without regard to the passage or failure of the proposition in
6 any district considered separately. However, the school board
7 of any district may withdraw from the joint agreement by reason
8 of the failure of the electors of that district to approve the
9 proposed levy.

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

11 (105 ILCS 5/18-8.05)

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

15 (A) General Provisions.

16 (1) The provisions of this Section relating to the
17 calculation and apportionment of general State financial aid
18 and supplemental general State aid apply to the 1998-1999
19 through the 2016-2017 school years. The system of general State
20 financial aid provided for in this Section is designed to
21 assure that, through a combination of State financial aid and
22 required local resources, the financial support provided each
23 pupil in Average Daily Attendance equals or exceeds a
24 prescribed per pupil Foundation Level. This formula approach

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

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

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

22 (a) Any school district which fails for any given
23 school year to maintain school as required by law, or to
24 maintain a recognized school is not eligible to file for
25 such school year any claim upon the Common School Fund. In
26 case of nonrecognition of one or more attendance centers in

1 a school district otherwise operating recognized schools,
2 the claim of the district shall be reduced in the
3 proportion which the Average Daily Attendance in the
4 attendance center or centers bear to the Average Daily
5 Attendance in the school district. A "recognized school"
6 means any public school which meets the standards as
7 established for recognition by the State Board of
8 Education. A school district or attendance center not
9 having recognition status at the end of a school term is
10 entitled to receive State aid payments due upon a legal
11 claim which was filed while it was recognized.

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

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

20 (d) (Blank).

21 (4) Except as provided in subsections (H) and (L), the
22 board of any district receiving any of the grants provided for
23 in this Section may apply those funds to any fund so received
24 for which that board is authorized to make expenditures by law.

25 School districts are not required to exert a minimum
26 Operating Tax Rate in order to qualify for assistance under

1 this Section.

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

4 (a) "Average Daily Attendance": A count of pupil
5 attendance in school, averaged as provided for in
6 subsection (C) and utilized in deriving per pupil financial
7 support levels.

8 (b) "Available Local Resources": A computation of
9 local financial support, calculated on the basis of Average
10 Daily Attendance and derived as provided pursuant to
11 subsection (D).

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

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

21 (e) "Operating Tax Rate": All school district property
22 taxes extended for all purposes, except Bond and Interest,
23 Summer School, Rent, Capital Improvement, and Career and
24 Technical ~~Vocational~~ Education Building purposes.

25 (B) Foundation Level.

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

11 (2) For the 1998-1999 school year, the Foundation Level of
12 support is \$4,225. For the 1999-2000 school year, the
13 Foundation Level of support is \$4,325. For the 2000-2001 school
14 year, the Foundation Level of support is \$4,425. For the
15 2001-2002 school year and 2002-2003 school year, the Foundation
16 Level of support is \$4,560. For the 2003-2004 school year, the
17 Foundation Level of support is \$4,810. For the 2004-2005 school
18 year, the Foundation Level of support is \$4,964. For the
19 2005-2006 school year, the Foundation Level of support is
20 \$5,164. For the 2006-2007 school year, the Foundation Level of
21 support is \$5,334. For the 2007-2008 school year, the
22 Foundation Level of support is \$5,734. For the 2008-2009 school
23 year, the Foundation Level of support is \$5,959.

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

1 Assembly.

2 (C) Average Daily Attendance.

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

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

23 (D) Available Local Resources.

24 (1) For purposes of calculating general State aid pursuant

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

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

16 (3) For school districts maintaining grades kindergarten
17 through 12, local property tax revenues per pupil shall be
18 calculated as the product of the applicable equalized assessed
19 valuation for the district multiplied by 3.00%, and divided by
20 the district's Average Daily Attendance figure. For school
21 districts maintaining grades kindergarten through 8, local
22 property tax revenues per pupil shall be calculated as the
23 product of the applicable equalized assessed valuation for the
24 district multiplied by 2.30%, and divided by the district's
25 Average Daily Attendance figure. For school districts
26 maintaining grades 9 through 12, local property tax revenues

1 per pupil shall be the applicable equalized assessed valuation
2 of the district multiplied by 1.05%, and divided by the
3 district's Average Daily Attendance figure.

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

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

25 (E) Computation of General State Aid.

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

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

10 (3) For any school district for which Available Local
11 Resources per pupil is equal to or greater than the product of
12 0.93 times the Foundation Level and less than the product of
13 1.75 times the Foundation Level, the general State aid per
14 pupil shall be a decimal proportion of the Foundation Level
15 derived using a linear algorithm. Under this linear algorithm,
16 the calculated general State aid per pupil shall decline in
17 direct linear fashion from 0.07 times the Foundation Level for
18 a school district with Available Local Resources equal to the
19 product of 0.93 times the Foundation Level, to 0.05 times the
20 Foundation Level for a school district with Available Local
21 Resources equal to the product of 1.75 times the Foundation
22 Level. The allocation of general State aid for school districts
23 subject to this paragraph 3 shall be the calculated general
24 State aid per pupil figure multiplied by the Average Daily
25 Attendance of the school district.

26 (4) For any school district for which Available Local

1 Resources per pupil equals or exceeds the product of 1.75 times
2 the Foundation Level, the general State aid for the school
3 district shall be calculated as the product of \$218 multiplied
4 by the Average Daily Attendance of the school district.

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

15 (F) Compilation of Average Daily Attendance.

16 (1) Each school district shall, by July 1 of each year,
17 submit to the State Board of Education, on forms prescribed by
18 the State Board of Education, attendance figures for the school
19 year that began in the preceding calendar year. The attendance
20 information so transmitted shall identify the average daily
21 attendance figures for each month of the school year for each
22 grade level served. Beginning with the general State aid claim
23 form for the 2002-2003 school year, districts shall calculate
24 Average Daily Attendance as provided in subdivisions (a), (b),
25 and (c) of this paragraph (1).

1 (a) In districts that do not hold year-round classes,
2 days of attendance in August shall be added to the month of
3 September and any days of attendance in June shall be added
4 to the month of May.

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

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

21 Except as otherwise provided in this Section, days of
22 attendance by pupils shall be counted only for sessions of not
23 less than 5 clock hours of school work per day under direct
24 supervision of: (i) teachers, or (ii) non-teaching personnel or
25 volunteer personnel when engaging in non-teaching duties and
26 supervising in those instances specified in subsection (a) of

1 Section 10-22.34 and paragraph 10 of Section 34-18, with pupils
2 of legal school age and in kindergarten and grades 1 through
3 12. Days of attendance by pupils through verified participation
4 in an e-learning program approved by the State Board of
5 Education under Section 10-20.56 of the Code shall be
6 considered as full days of attendance for purposes of this
7 Section.

8 Days of attendance by tuition pupils shall be accredited
9 only to the districts that pay the tuition to a recognized
10 school.

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

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

23 (b) (Blank).

24 (c) A session of 4 or more clock hours may be counted
25 as a day of attendance upon certification by the regional
26 superintendent, and approved by the State Superintendent

1 of Education to the extent that the district has been
2 forced to use daily multiple sessions.

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

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

25 (e) A session of not less than one clock hour of
26 teaching hospitalized or homebound pupils on-site or by

1 telephone to the classroom may be counted as 1/2 day of
2 attendance, however these pupils must receive 4 or more
3 clock hours of instruction to be counted for a full day of
4 attendance.

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

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

17 (h) A recognized kindergarten which provides for only
18 1/2 day of attendance by each pupil shall not have more
19 than 1/2 day of attendance counted in any one day. However,
20 kindergartens may count 2 1/2 days of attendance in any 5
21 consecutive school days. When a pupil attends such a
22 kindergarten for 2 half days on any one school day, the
23 pupil shall have the following day as a day absent from
24 school, unless the school district obtains permission in
25 writing from the State Superintendent of Education.
26 Attendance at kindergartens which provide for a full day of

1 attendance by each pupil shall be counted the same as
2 attendance by first grade pupils. Only the first year of
3 attendance in one kindergarten shall be counted, except in
4 case of children who entered the kindergarten in their
5 fifth year whose educational development requires a second
6 year of kindergarten as determined under the rules and
7 regulations of the State Board of Education.

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

19 (j) Pupils enrolled in a remote educational program
20 established under Section 10-29 of this Code may be counted
21 on the basis of one-fifth day of attendance for every clock
22 hour of instruction attended in the remote educational
23 program, provided that, in any month, the school district
24 may not claim for a student enrolled in a remote
25 educational program more days of attendance than the
26 maximum number of days of attendance the district can claim

1 (i) for students enrolled in a building holding year-round
2 classes if the student is classified as participating in
3 the remote educational program on a year-round schedule or
4 (ii) for students enrolled in a building not holding
5 year-round classes if the student is not classified as
6 participating in the remote educational program on a
7 year-round schedule.

8 (G) Equalized Assessed Valuation Data.

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

19 The Department of Revenue shall add to the equalized
20 assessed value of all taxable property of each school district
21 situated entirely or partially within a county that is or was
22 subject to the provisions of Section 15-176 or 15-177 of the
23 Property Tax Code (a) an amount equal to the total amount by
24 which the homestead exemption allowed under Section 15-176 or
25 15-177 of the Property Tax Code for real property situated in

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

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

6 This equalized assessed valuation, as adjusted further by
7 the requirements of this subsection, shall be utilized in the
8 calculation of Available Local Resources.

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

11 (a) For the purposes of calculating State aid under
12 this Section, with respect to any part of a school district
13 within a redevelopment project area in respect to which a
14 municipality has adopted tax increment allocation
15 financing pursuant to the Tax Increment Allocation
16 Redevelopment Act, Sections 11-74.4-1 through 11-74.4-11
17 of the Illinois Municipal Code or the Industrial Jobs
18 Recovery Law, Sections 11-74.6-1 through 11-74.6-50 of the
19 Illinois Municipal Code, no part of the current equalized
20 assessed valuation of real property located in any such
21 project area which is attributable to an increase above the
22 total initial equalized assessed valuation of such
23 property shall be used as part of the equalized assessed
24 valuation of the district, until such time as all
25 redevelopment project costs have been paid, as provided in
26 Section 11-74.4-8 of the Tax Increment Allocation

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

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

22 (3) For the 1999-2000 school year and each school year
23 thereafter, if a school district meets all of the criteria of
24 this subsection (G) (3), the school district's Available Local
25 Resources shall be calculated under subsection (D) using the
26 district's Extension Limitation Equalized Assessed Valuation

1 as calculated under this subsection (G) (3).

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

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

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

8 "Preceding Tax Year": The property tax levy year
9 immediately preceding the Base Tax Year.

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

15 "Preceding Tax Year's Tax Extension": The product of
16 the equalized assessed valuation utilized by the County
17 Clerk in the Preceding Tax Year multiplied by the Operating
18 Tax Rate as defined in subsection (A).

19 "Extension Limitation Ratio": A numerical ratio,
20 certified by the County Clerk, in which the numerator is
21 the Base Tax Year's Tax Extension and the denominator is
22 the Preceding Tax Year's Tax Extension.

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

25 If a school district is subject to property tax extension
26 limitations as imposed under the Property Tax Extension

1 Limitation Law, the State Board of Education shall calculate
2 the Extension Limitation Equalized Assessed Valuation of that
3 district. For the 1999-2000 school year, the Extension
4 Limitation Equalized Assessed Valuation of a school district as
5 calculated by the State Board of Education shall be equal to
6 the product of the district's 1996 Equalized Assessed Valuation
7 and the district's Extension Limitation Ratio. Except as
8 otherwise provided in this paragraph for a school district that
9 has approved or does approve an increase in its limiting rate,
10 for the 2000-2001 school year and each school year thereafter,
11 the Extension Limitation Equalized Assessed Valuation of a
12 school district as calculated by the State Board of Education
13 shall be equal to the product of the Equalized Assessed
14 Valuation last used in the calculation of general State aid and
15 the district's Extension Limitation Ratio. If the Extension
16 Limitation Equalized Assessed Valuation of a school district as
17 calculated under this subsection (G)(3) is less than the
18 district's equalized assessed valuation as calculated pursuant
19 to subsections (G)(1) and (G)(2), then for purposes of
20 calculating the district's general State aid for the Budget
21 Year pursuant to subsection (E), that Extension Limitation
22 Equalized Assessed Valuation shall be utilized to calculate the
23 district's Available Local Resources under subsection (D). For
24 the 2009-2010 school year and each school year thereafter, if a
25 school district has approved or does approve an increase in its
26 limiting rate, pursuant to Section 18-190 of the Property Tax

1 Code, affecting the Base Tax Year, the Extension Limitation
2 Equalized Assessed Valuation of the school district, as
3 calculated by the State Board of Education, shall be equal to
4 the product of the Equalized Assessed Valuation last used in
5 the calculation of general State aid times an amount equal to
6 one plus the percentage increase, if any, in the Consumer Price
7 Index for all Urban Consumers for all items published by the
8 United States Department of Labor for the 12-month calendar
9 year preceding the Base Tax Year, plus the Equalized Assessed
10 Valuation of new property, annexed property, and recovered tax
11 increment value and minus the Equalized Assessed Valuation of
12 disconnected property. New property and recovered tax
13 increment value shall have the meanings set forth in the
14 Property Tax Extension Limitation Law.

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

19 (3.5) For the 2010-2011 school year and each school year
20 thereafter, if a school district's boundaries span multiple
21 counties, then the Department of Revenue shall send to the
22 State Board of Education, for the purpose of calculating
23 general State aid, the limiting rate and individual rates by
24 purpose for the county that contains the majority of the school
25 district's Equalized Assessed Valuation.

26 (4) For the purposes of calculating general State aid for

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

20 (5) For school districts having a majority of their
21 equalized assessed valuation in any county except Cook, DuPage,
22 Kane, Lake, McHenry, or Will, if the amount of general State
23 aid allocated to the school district for the 1999-2000 school
24 year under the provisions of subsection (E), (H), and (J) of
25 this Section is less than the amount of general State aid
26 allocated to the district for the 1998-1999 school year under

1 these subsections, then the general State aid of the district
2 for the 1999-2000 school year only shall be increased by the
3 difference between these amounts. The total payments made under
4 this paragraph (5) shall not exceed \$14,000,000. Claims shall
5 be prorated if they exceed \$14,000,000.

6 (H) Supplemental General State Aid.

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

18 (1.5) This paragraph (1.5) applies only to those school
19 years preceding the 2003-2004 school year. For purposes of this
20 subsection (H), the term "Low-Income Concentration Level"
21 shall be the low-income eligible pupil count from the most
22 recently available federal census divided by the Average Daily
23 Attendance of the school district. If, however, (i) the
24 percentage decrease from the 2 most recent federal censuses in
25 the low-income eligible pupil count of a high school district

1 with fewer than 400 students exceeds by 75% or more the
2 percentage change in the total low-income eligible pupil count
3 of contiguous elementary school districts, whose boundaries
4 are coterminous with the high school district, or (ii) a high
5 school district within 2 counties and serving 5 elementary
6 school districts, whose boundaries are coterminous with the
7 high school district, has a percentage decrease from the 2 most
8 recent federal censuses in the low-income eligible pupil count
9 and there is a percentage increase in the total low-income
10 eligible pupil count of a majority of the elementary school
11 districts in excess of 50% from the 2 most recent federal
12 censuses, then the high school district's low-income eligible
13 pupil count from the earlier federal census shall be the number
14 used as the low-income eligible pupil count for the high school
15 district, for purposes of this subsection (H). The changes made
16 to this paragraph (1) by Public Act 92-28 shall apply to
17 supplemental general State aid grants for school years
18 preceding the 2003-2004 school year that are paid in fiscal
19 year 1999 or thereafter and to any State aid payments made in
20 fiscal year 1994 through fiscal year 1998 pursuant to
21 subsection 1(n) of Section 18-8 of this Code (which was
22 repealed on July 1, 1998), and any high school district that is
23 affected by Public Act 92-28 is entitled to a recomputation of
24 its supplemental general State aid grant or State aid paid in
25 any of those fiscal years. This recomputation shall not be
26 affected by any other funding.

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

16 (2) Supplemental general State aid pursuant to this
17 subsection (H) shall be provided as follows for the 1998-1999,
18 1999-2000, and 2000-2001 school years only:

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

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

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

5 (d) For any school district with a Low Income
6 Concentration Level of 60% or more, the grant for the
7 1998-99 school year shall be \$1,900 multiplied by the low
8 income eligible pupil count.

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

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

17 (2.5) Supplemental general State aid pursuant to this
18 subsection (H) shall be provided as follows for the 2002-2003
19 school year:

20 (a) For any school district with a Low Income
21 Concentration Level of less than 10%, the grant for each
22 school year shall be \$355 multiplied by the low income
23 eligible pupil count.

24 (b) For any school district with a Low Income
25 Concentration Level of at least 10% and less than 20%, the
26 grant for each school year shall be \$675 multiplied by the

1 low income eligible pupil count.

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

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

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

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

18 (2.10) Except as otherwise provided, supplemental general
19 State aid pursuant to this subsection (H) shall be provided as
20 follows for the 2003-2004 school year and each school year
21 thereafter:

22 (a) For any school district with a Low Income
23 Concentration Level of 15% or less, the grant for each
24 school year shall be \$355 multiplied by the low income
25 eligible pupil count.

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

1 Concentration Level greater than 15%, the grant for each
2 school year shall be \$294.25 added to the product of \$2,700
3 and the square of the Low Income Concentration Level, all
4 multiplied by the low income eligible pupil count.

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

17 For the 2003-2004 school year only, the grant shall be no
18 greater than the grant received during the 2002-2003 school
19 year added to the product of 0.25 multiplied by the difference
20 between the grant amount calculated under subsection (a) or (b)
21 of this paragraph (2.10), whichever is applicable, and the
22 grant received during the 2002-2003 school year. For the
23 2004-2005 school year only, the grant shall be no greater than
24 the grant received during the 2002-2003 school year added to
25 the product of 0.50 multiplied by the difference between the
26 grant amount calculated under subsection (a) or (b) of this

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

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

19 (4) School districts with an Average Daily Attendance of
20 50,000 or more that qualify for supplemental general State aid
21 pursuant to this subsection shall be required to distribute
22 from funds available pursuant to this Section, no less than
23 \$261,000,000 in accordance with the following requirements:

24 (a) The required amounts shall be distributed to the
25 attendance centers within the district in proportion to the
26 number of pupils enrolled at each attendance center who are

1 eligible to receive free or reduced-price lunches or
2 breakfasts under the federal Child Nutrition Act of 1966
3 and under the National School Lunch Act during the
4 immediately preceding school year.

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

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

21 (d) Any funds made available under this subsection that
22 by reason of the provisions of this subsection are not
23 required to be allocated and provided to attendance centers
24 may be used and appropriated by the board of the district
25 for any lawful school purpose.

26 (e) Funds received by an attendance center pursuant to

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

13 (f) Each district subject to the provisions of this
14 subdivision (H) (4) shall submit an acceptable plan to meet
15 the educational needs of disadvantaged children, in
16 compliance with the requirements of this paragraph, to the
17 State Board of Education prior to July 15 of each year.
18 This plan shall be consistent with the decisions of local
19 school councils concerning the school expenditure plans
20 developed in accordance with part 4 of Section 34-2.3. The
21 State Board shall approve or reject the plan within 60 days
22 after its submission. If the plan is rejected, the district
23 shall give written notice of intent to modify the plan
24 within 15 days of the notification of rejection and then
25 submit a modified plan within 30 days after the date of the
26 written notice of intent to modify. Districts may amend

1 approved plans pursuant to rules promulgated by the State
2 Board of Education.

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

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

16 For purposes of determining compliance with this
17 subsection in relation to the requirements of attendance
18 center funding, each district subject to the provisions of
19 this subsection shall submit as a separate document by
20 December 1 of each year a report of expenditure data for
21 the prior year in addition to any modification of its
22 current plan. If it is determined that there has been a
23 failure to comply with the expenditure provisions of this
24 subsection regarding contravention or supplanting, the
25 State Superintendent of Education shall, within 60 days of
26 receipt of the report, notify the district and any affected

1 local school council. The district shall within 45 days of
2 receipt of that notification inform the State
3 Superintendent of Education of the remedial or corrective
4 action to be taken, whether by amendment of the current
5 plan, if feasible, or by adjustment in the plan for the
6 following year. Failure to provide the expenditure report
7 or the notification of remedial or corrective action in a
8 timely manner shall result in a withholding of the affected
9 funds.

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

16 (I) (Blank).

17 (J) (Blank).

18 (K) Grants to Laboratory and Alternative Schools.

19 In calculating the amount to be paid to the governing board
20 of a public university that operates a laboratory school under
21 this Section or to any alternative school that is operated by a
22 regional superintendent of schools, the State Board of
23 Education shall require by rule such reporting requirements as

1 it deems necessary.

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

15 As used in this Section, "alternative school" means a
16 public school which is created and operated by a Regional
17 Superintendent of Schools and approved by the State Board of
18 Education. Such alternative schools may offer courses of
19 instruction for which credit is given in regular school
20 programs, courses to prepare students for the high school
21 equivalency testing program or vocational and occupational
22 training. A regional superintendent of schools may contract
23 with a school district or a public community college district
24 to operate an alternative school. An alternative school serving
25 more than one educational service region may be established by
26 the regional superintendents of schools of the affected

1 educational service regions. An alternative school serving
2 more than one educational service region may be operated under
3 such terms as the regional superintendents of schools of those
4 educational service regions may agree.

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

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

14 (1) For a school district operating under the financial
15 supervision of an Authority created under Article 34A, the
16 general State aid otherwise payable to that district under this
17 Section, but not the supplemental general State aid, shall be
18 reduced by an amount equal to the budget for the operations of
19 the Authority as certified by the Authority to the State Board
20 of Education, and an amount equal to such reduction shall be
21 paid to the Authority created for such district for its
22 operating expenses in the manner provided in Section 18-11. The
23 remainder of general State school aid for any such district
24 shall be paid in accordance with Article 34A when that Article
25 provides for a disposition other than that provided by this

1 Article.

2 (2) (Blank).

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

5 (M) (Blank).

6 (N) (Blank).

7 (O) References.

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

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

16 (P) Public Act 93-838 and Public Act 93-808 make inconsistent
17 changes to this Section. Under Section 6 of the Statute on
18 Statutes there is an irreconcilable conflict between Public Act
19 93-808 and Public Act 93-838. Public Act 93-838, being the last
20 acted upon, is controlling. The text of Public Act 93-838 is
21 the law regardless of the text of Public Act 93-808.

1 (Q) State Fiscal Year 2015 Payments.

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

17 (R) State Fiscal Year 2016 Payments.

18 For payments made for State fiscal year 2016, the State
19 Board of Education shall, for each school district, calculate
20 that district's pro rata share of a minimum sum of \$1 or
21 additional amounts as needed from the total net General State
22 Aid funding as calculated under this Section that shall be
23 deemed attributable to the provision of special educational
24 facilities and services, as defined in Section 14-1.08 of this
25 Code, in a manner that ensures compliance with maintenance of

1 State financial support requirements under the federal
2 Individuals with Disabilities Education Act. Each school
3 district must use such funds only for the provision of special
4 educational facilities and services, as defined in Section
5 14-1.08 of this Code, and must comply with any expenditure
6 verification procedures adopted by the State Board of
7 Education.

8 (S) State Fiscal Year 2017 Payments.

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

24 (T) State Fiscal Year 2018 Payments.

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

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

19 (105 ILCS 5/18-8.15)

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

22 (a) General provisions.

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

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

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

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

23 (C) reduce, with a goal of eliminating, the
24 achievement gap between at-risk and non-at-risk
25 students by raising the performance of at-risk
26 students and not by reducing standards; and

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

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

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

19 (B) Second, the model calculates each
20 Organizational Unit's local capacity, or the amount
21 each Organizational Unit is assumed to contribute
22 towards its adequacy target from local resources.

23 (C) Third, the model calculates how much funding
24 the State currently contributes to the Organizational
25 Unit, and adds that to the unit's local capacity to
26 determine the unit's overall current adequacy of

1 funding.

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

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

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

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

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

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

19 "Adjusted Operating Tax Rate" means a tax rate for all
20 Organizational Units, for which the State Superintendent
21 shall calculate and subtract for the Operating Tax Rate a
22 transportation rate based on total expenses for
23 transportation services under this Code, as reported on the
24 most recent Annual Financial Report in Pupil
25 Transportation Services, function 2550 in both the
26 Education and Transportation funds and functions 4110 and

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

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

17 "Alternative School" means a public school that is
18 created and operated by a regional superintendent of
19 schools and approved by the State Board.

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

22 "Assessment" means any of those benchmark, progress
23 monitoring, formative, diagnostic, and other assessments,
24 in addition to the State accountability assessment, that
25 assist teachers' needs in understanding the skills and
26 meeting the needs of the students they serve.

1 "Assistant principal" means a school administrator
2 duly endorsed to be employed as an assistant principal in
3 this State.

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

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

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

1 the State Board within 45 days of the dates required in
2 this Section for submission of enrollment data in order for
3 it to be included in the ASE calculation.

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

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

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

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

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

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

26 "Central office" means individual administrators and

1 support service personnel charged with managing the
2 instructional programs, business and operations, and
3 security of the Organizational Unit.

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

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

22 "Core subject" means mathematics; science; reading,
23 English, writing, and language arts; history and social
24 studies; world languages; and subjects taught as Advanced
25 Placement in high schools.

26 "Core teacher" means a regular classroom teacher in

1 elementary schools and teachers of a core subject in middle
2 and high schools.

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

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

15 "EAV" means equalized assessed valuation as defined in
16 paragraph (2) of subsection (d) of this Section and
17 calculated in accordance with paragraph (3) of subsection
18 (d) of this Section.

19 "ECI" means the Bureau of Labor Statistics' national
20 employment cost index for civilian workers in educational
21 services in elementary and secondary schools on a
22 cumulative basis for the 12-month calendar year preceding
23 the fiscal year of the Evidence-Based Funding calculation.

24 "EIS Data" means the employment information system
25 data maintained by the State Board on educators within
26 Organizational Units.

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

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

16 "Essential Elements" means those elements, resources,
17 and educational programs that have been identified through
18 academic research as necessary to improve student success,
19 improve academic performance, close achievement gaps, and
20 provide for other per student costs related to the delivery
21 and leadership of the Organizational Unit, as well as the
22 maintenance and operations of the unit, and which are
23 specified in paragraph (2) of subsection (b) of this
24 Section.

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

1 "Extended day" means academic and enrichment programs
2 provided to students outside the regular school day before
3 and after school or during non-instructional times during
4 the school day.

5 "Extension Limitation Ratio" means a numerical ratio
6 in which the numerator is the Base Tax Year's Extension and
7 the denominator is the Preceding Tax Year's Extension.

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

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

12 "Full-time equivalent" or "FTE" means the full-time
13 equivalency compensation for staffing the relevant
14 position at an Organizational Unit.

15 "Funding Gap" is defined in paragraph (1) of subsection
16 (g).

17 "Guidance counselor" means a licensed guidance
18 counselor who provides guidance and counseling support for
19 students within an Organizational Unit.

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

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

25 "Instructional facilitator" means a qualified teacher
26 or licensed teacher leader who facilitates and coaches

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

13 "Instructional materials" means relevant instructional
14 materials for student instruction, including, but not
15 limited to, textbooks, consumable workbooks, laboratory
16 equipment, library books, and other similar materials.

17 "Laboratory School" means a public school that is
18 created and operated by a public university and approved by
19 the State Board.

20 "Librarian" means a teacher with an endorsement as a
21 library information specialist or another individual whose
22 primary responsibility is overseeing library resources
23 within an Organizational Unit.

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

26 "Local Capacity Percentage" is defined in subparagraph

1 (A) of paragraph (2) of subsection (c) of this Section.

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

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

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

23 "Maintenance and operations" means custodial services,
24 facility and ground maintenance, facility operations,
25 facility security, routine facility repairs, and other
26 similar services and functions.

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

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

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

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

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

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

1 all purposes, except, Bond and Interest, Summer School,
2 Rent, Capital Improvement, and Career and Technical
3 ~~Vocational~~ Education Building purposes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

25 "School site staff" means the primary school secretary
26 and any additional clerical personnel assigned to a school.

1 "Special education" means special educational
2 facilities and services, as defined in Section 14-1.08 of
3 this Code.

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

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

18 "Specially Funded Unit" means an Alternative School,
19 safe school, Department of Juvenile Justice school,
20 special education cooperative or entity recognized by the
21 State Board as a special education cooperative,
22 State-approved charter school, or alternative learning
23 opportunities program that received direct funding from
24 the State Board during the 2016-2017 school year through
25 any of the funding sources included within the calculation
26 of the Base Funding Minimum or Glenwood Academy.

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

5 "State Adequacy Level" is the sum of the Adequacy
6 Targets of all Organizational Units.

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

8 "State Superintendent" means the State Superintendent
9 of Education.

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

16 "Student activities" means non-credit producing
17 after-school programs, including, but not limited to,
18 clubs, bands, sports, and other activities authorized by
19 the school board of the Organizational Unit.

20 "Substitute teacher" means an individual teacher or
21 teaching assistant who is employed by an Organizational
22 Unit and is temporarily serving the Organizational Unit on
23 a per diem or per period-assignment basis replacing another
24 staff member.

25 "Summer school" means academic and enrichment programs
26 provided to students during the summer months outside of

1 the regular school year.

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

9 "Target Ratio" is defined in paragraph (4) of
10 subsection (g).

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

13 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
14 Funding", "Tier 3 Aggregate Funding", and "Tier 4 Aggregate
15 Funding" are defined in paragraph (1) of subsection (g).

16 (b) Adequacy Target calculation.

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

23 (2) The Essential Elements are attributable on a pro
24 rata basis related to defined subgroups of the ASE of each
25 Organizational Unit as specified in this paragraph (2),
26 with investments and FTE positions pro rata funded based on

1 ASE counts in excess or less than the thresholds set forth
2 in this paragraph (2). The method for calculating
3 attributable pro rata costs and the defined subgroups
4 thereto are as follows:

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

10 (i) For grades kindergarten through 3, the
11 Organizational Unit shall receive funding required
12 to support one FTE core teacher position for every
13 15 Low-Income Count students in those grades and
14 one FTE core teacher position for every 20
15 non-Low-Income Count students in those grades.

16 (ii) For grades 4 through 12, the
17 Organizational Unit shall receive funding required
18 to support one FTE core teacher position for every
19 20 Low-Income Count students in those grades and
20 one FTE core teacher position for every 25
21 non-Low-Income Count students in those grades.

22 The number of non-Low-Income Count students in a
23 grade shall be determined by subtracting the
24 Low-Income students in that grade from the ASE of the
25 Organizational Unit for that grade.

26 (B) Specialist teacher investments. Each

1 Organizational Unit shall receive the funding needed
2 to cover that number of FTE specialist teacher
3 positions that correspond to the following
4 percentages:

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

10 (ii) if such Organizational Unit operates a
11 high school, then 33.33% of the number of the
12 Organizational Unit's core teachers.

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

19 (D) Core intervention teacher (tutor) investments.
20 Each Organizational Unit shall receive the funding
21 needed to cover one FTE teacher position for each
22 prototypical elementary, middle, and high school.

23 (E) Substitute teacher investments. Each
24 Organizational Unit shall receive the funding needed
25 to cover substitute teacher costs that is equal to
26 5.70% of the minimum pupil attendance days required

1 under Section 10-19 of this Code for all full-time
2 equivalent core, specialist, and intervention
3 teachers, school nurses, special education teachers
4 and instructional assistants, instructional
5 facilitators, and summer school and extended-day
6 teacher positions, as determined under this paragraph
7 (2), at a salary rate of 33.33% of the average salary
8 for grade K through 12 teachers and 33.33% of the
9 average salary of each instructional assistant
10 position.

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

20 (G) Nurse investments. Each Organizational Unit
21 shall receive the funding needed to cover one FTE nurse
22 for each 750 combined ASE of pre-kindergarten children
23 with disabilities and all kindergarten through grade
24 12 students across all grade levels it serves.

25 (H) Supervisory aide investments. Each
26 Organizational Unit shall receive the funding needed

1 to cover one FTE for each 225 combined ASE of
2 pre-kindergarten children with disabilities and all
3 kindergarten through grade 5 students, plus one FTE for
4 each 225 ASE middle school students, plus one FTE for
5 each 200 ASE high school students.

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

13 (J) Principal investments. Each Organizational
14 Unit shall receive the funding needed to cover one FTE
15 principal position for each prototypical elementary
16 school, plus one FTE principal position for each
17 prototypical middle school, plus one FTE principal
18 position for each prototypical high school.

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

26 (L) School site staff investments. Each

1 Organizational Unit shall receive the funding needed
2 for one FTE position for each 225 ASE of
3 pre-kindergarten children with disabilities and all
4 kindergarten through grade 5 students, plus one FTE
5 position for each 225 ASE middle school students, plus
6 one FTE position for each 200 ASE high school students.

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

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

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

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

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

24 (R) Student activities investments. Each
25 Organizational Unit shall receive the following
26 funding amounts to cover student activities: \$100 per

1 kindergarten through grade 5 ASE student in elementary
2 school, plus \$200 per ASE student in middle school,
3 plus \$675 per ASE student in high school.

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

14 (T) Central office investments. Each
15 Organizational Unit shall receive \$742 per student of
16 the combined ASE of pre-kindergarten children with
17 disabilities and all kindergarten through grade 12
18 students to cover central office operations, including
19 administrators and classified personnel charged with
20 managing the instructional programs, business and
21 operations of the school district, and security
22 personnel. The proportion of salary for the
23 application of a Regionalization Factor and the
24 calculation of benefits is equal to \$368.48.

25 (U) Employee benefit investments. Each
26 Organizational Unit shall receive 30% of the total of

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

1 subparagraph (U).

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

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

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

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

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

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

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

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

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

26 (iv) one FTE summer school teacher position

1 for every 120 English learner students; and

2 (v) one FTE core teacher position for every 100
3 English learner students.

4 (X) Special education investments. Each
5 Organizational Unit shall receive funding based on the
6 average teacher salary for grades K through 12 to cover
7 special education as follows:

8 (i) one FTE teacher position for every 141
9 combined ASE of pre-kindergarten children with
10 disabilities and all kindergarten through grade 12
11 students;

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

16 (iii) one FTE psychologist position for every
17 1,000 combined ASE of pre-kindergarten children
18 with disabilities and all kindergarten through
19 grade 12 students.

20 (3) For calculating the salaries included within the
21 Essential Elements, the State Superintendent shall
22 annually calculate average salaries to the nearest dollar
23 using the employment information system data maintained by
24 the State Board, limited to public schools only and
25 excluding special education and vocational cooperatives,
26 schools operated by the Department of Juvenile Justice, and

1 charter schools, for the following positions:

2 (A) Teacher for grades K through 8.

3 (B) Teacher for grades 9 through 12.

4 (C) Teacher for grades K through 12.

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

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

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

8 (G) Social worker.

9 (H) Psychologist.

10 (I) Librarian.

11 (J) Nurse.

12 (K) Principal.

13 (L) Assistant principal.

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

23 For calculating the salaries included within the
24 Essential Elements for positions not included within EIS
25 Data, the following salaries shall be used in the first
26 year of implementation of Evidence-Based Funding:

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

2 (ii) non-instructional assistant, instructional
3 assistant, library aide, library media tech, or
4 supervisory aide: \$25,000.

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

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

13 (c) Local capacity calculation.

14 (1) Each Organizational Unit's Local Capacity
15 represents an amount of funding it is assumed to contribute
16 toward its Adequacy Target for purposes of the
17 Evidence-Based Funding formula calculation. "Local
18 Capacity" means either (i) the Organizational Unit's Local
19 Capacity Target as calculated in accordance with paragraph
20 (2) of this subsection (c) if its Real Receipts are equal
21 to or less than its Local Capacity Target or (ii) the
22 Organizational Unit's Adjusted Local Capacity, as
23 calculated in accordance with paragraph (3) of this
24 subsection (c) if Real Receipts are more than its Local
25 Capacity Target.

26 (2) "Local Capacity Target" means, for an

1 Organizational Unit, that dollar amount that is obtained by
2 multiplying its Adequacy Target by its Local Capacity
3 Ratio.

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

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

18 (i) for Organizational Units serving grades
19 kindergarten through 12 and Hybrid Districts, no
20 further adjustments shall be made;

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

24 (iii) for Organizational Units serving grades
25 9 through 12, the Local Capacity Ratio shall be
26 multiplied by 4/13; and

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

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

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

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

1 by the Public School Teachers' Pension and Retirement
2 Fund of the City of Chicago.

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

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

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

20 (1) An Organizational Unit's Real Receipts are the
21 product of its Applicable Tax Rate and its Adjusted EAV. An
22 Organizational Unit's Applicable Tax Rate is its Adjusted
23 Operating Tax Rate for property within the Organizational
24 Unit.

25 (2) The State Superintendent shall calculate the
26 Equalized Assessed Valuation, or EAV, of all taxable

1 property of each Organizational Unit as of September 30 of
2 the previous year in accordance with paragraph (3) of this
3 subsection (d). The State Superintendent shall then
4 determine the Adjusted EAV of each Organizational Unit in
5 accordance with paragraph (4) of this subsection (d), which
6 Adjusted EAV figure shall be used for the purposes of
7 calculating Local Capacity.

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

17 (A) The Department of Revenue shall add to the
18 equalized assessed value of all taxable property of
19 each Organizational Unit situated entirely or
20 partially within a county that is or was subject to the
21 provisions of Section 15-176 or 15-177 of the Property
22 Tax Code (i) an amount equal to the total amount by
23 which the homestead exemption allowed under Section
24 15-176 or 15-177 of the Property Tax Code for real
25 property situated in that Organizational Unit exceeds
26 the total amount that would have been allowed in that

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

1 property been determined under Section 15-175 of the
2 Property Tax Code. It is further the intent of this
3 subparagraph (A) that if additional exemptions are
4 allowed under Section 15-175 of the Property Tax Code
5 for owners with a household income of less than
6 \$30,000, then the calculation of EAV shall not be
7 affected by the difference, if any, because of those
8 additional exemptions.

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

1 used until such time as all redevelopment project costs
2 have been paid.

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

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

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

16 "PTELL EAV" means a figure calculated by the State
17 Board for Organizational Units subject to PTELL as
18 described in this paragraph (4) for the purposes of
19 calculating an Organizational Unit's Local Capacity Ratio.
20 Except as otherwise provided in this paragraph (4), the
21 PTELL EAV of an Organizational Unit shall be equal to the
22 product of the equalized assessed valuation last used in
23 the calculation of general State aid under Section 18-8.05
24 of this Code or Evidence-Based Funding under this Section
25 and the Organizational Unit's Extension Limitation Ratio.
26 If an Organizational Unit has approved or does approve an

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

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

18 (e) Base Funding Minimum calculation.

19 (1) For the 2017-2018 school year, the Base Funding
20 Minimum of an Organizational Unit, other than a Specially
21 Funded Unit, shall be the amount of State funds distributed
22 to the Organizational Unit during the 2016-2017 school year
23 prior to any adjustments and specified appropriation
24 amounts described in this paragraph (1) from the following
25 Sections, as calculated by the State Superintendent:
26 Section 18-8.05 of this Code (general State aid); Section 5

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

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

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

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

17 (1) The Evidence-Based Funding formula establishes a
18 Percent of Adequacy for each Organizational Unit in order
19 to place such units into tiers for the purposes of the
20 funding distribution system described in subsection (g) of
21 this Section. Initially, an Organizational Unit's
22 Preliminary Resources and Preliminary Percent of Adequacy
23 are calculated pursuant to paragraph (2) of this subsection
24 (f). Then, an Organizational Unit's Final Resources and
25 Final Percent of Adequacy are calculated to account for the
26 Organizational Unit's poverty concentration levels

1 pursuant to paragraphs (3) and (4) of this subsection (f).

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

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

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

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

24 (1) In each school year under the Evidence-Based
25 Funding formula, each Organizational Unit receives funding
26 equal to the sum of its Base Funding Minimum and the unit's

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

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

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

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

26 (A) Tier 1 consists of all Organizational Units,

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

7 (B) Tier 2 consists of all Tier 1 Units and all
8 other Organizational Units, except for Specially
9 Funded Units, with a Percent of Adequacy of less than
10 0.90.

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

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

17 (4) The Allocation Rates for Tiers 1 through 4 is
18 determined as follows:

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

20 (B) The Tier 2 Allocation Rate is the result of the
21 following equation: Tier 2 Aggregate Funding, divided
22 by the sum of the Funding Gaps for all Tier 2
23 Organizational Units, unless the result of such
24 equation is higher than 1.0. If the result of such
25 equation is higher than 1.0, then the Tier 2 Allocation
26 Rate is 1.0.

1 (C) The Tier 3 Allocation Rate is the result of the
2 following equation: Tier 3 Aggregate Funding, divided
3 by the sum of the Adequacy Targets of all Tier 3
4 Organizational Units.

5 (D) The Tier 4 Allocation Rate is the result of the
6 following equation: Tier 4 Aggregate Funding, divided
7 by the sum of the Adequacy Targets of all Tier 4
8 Organizational Units.

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

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

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

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

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

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

23 (8) If any Specially Funded Units, excluding Glenwood
24 Academy, recognized by the State Board do not qualify for
25 direct funding following the implementation of this
26 amendatory Act of the 100th General Assembly from any of

1 the funding sources included within the definition of Base
2 Funding Minimum, the unqualified portion of the Base
3 Funding Minimum shall be transferred to one or more
4 appropriate Organizational Units as determined by the
5 State Superintendent based on the prior year ASE of the
6 Organizational Units.

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

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

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

1 Tier 4 funding until such time as Tier 3 funding is
2 exhausted.

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

7 (D) Finally, Tier 1 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 in
10 Tier 2, 3, and 4 funding. In addition, the Allocation
11 Rate for Tier 1 shall be reduced to a percentage equal
12 to 50%, multiplied by the result of New State Funds
13 divided by the Minimum Funding Level.

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

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

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

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

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

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

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

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

24 (4) Annually, the State Superintendent shall calculate
25 and report to each Organizational Unit the amount the unit
26 must expend on special education and bilingual education

1 pursuant to the unit's Base Funding Minimum, Special
2 Education Allocation, and Bilingual Education Allocation.

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

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

1 claim that was filed while it was recognized.

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

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

18 (9) All Organizational Units in this State must submit
19 annual spending plans by the end of September of each year
20 to the State Board as part of the annual budget process,
21 which shall describe how each Organizational Unit will
22 utilize the Base Minimum Funding and Evidence-Based
23 funding it receives from this State under this Section with
24 specific identification of the intended utilization of
25 Low-Income, English learner, and special education
26 resources. Additionally, the annual spending plans of each

1 Organizational Unit shall describe how the Organizational
2 Unit expects to achieve student growth and how the
3 Organizational Unit will achieve State education goals, as
4 defined by the State Board. The State Superintendent may,
5 from time to time, identify additional requisites for
6 Organizational Units to satisfy when compiling the annual
7 spending plans required under this subsection (h). The
8 format and scope of annual spending plans shall be
9 developed by the State Superintendent in conjunction with
10 the Professional Review Panel.

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

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

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

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

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

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

7 (i) Professional Review Panel.

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

20 (A) Two appointees that represent district
21 superintendents, recommended by a statewide
22 organization that represents district superintendents.

23 (B) Two appointees that represent school boards,
24 recommended by a statewide organization that
25 represents school boards.

26 (C) Two appointees from districts that represent

1 school business officials, recommended by a statewide
2 organization that represents school business
3 officials.

4 (D) Two appointees that represent school
5 principals, recommended by a statewide organization
6 that represents school principals.

7 (E) Two appointees that represent teachers,
8 recommended by a statewide organization that
9 represents teachers.

10 (F) Two appointees that represent teachers,
11 recommended by another statewide organization that
12 represents teachers.

13 (G) Two appointees that represent regional
14 superintendents of schools, recommended by
15 organizations that represent regional superintendents.

16 (H) Two independent experts selected solely by the
17 State Superintendent.

18 (I) Two independent experts recommended by public
19 universities in this State.

20 (J) One member recommended by a statewide
21 organization that represents parents.

22 (K) Two representatives recommended by collective
23 impact organizations that represent major metropolitan
24 areas or geographic areas in Illinois.

25 (L) One member from a statewide organization
26 focused on research-based education policy to support

1 a school system that prepares all students for college,
2 a career, and democratic citizenship.

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

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

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

26 (3) On an annual basis, the State Superintendent shall

1 recalibrate the following per pupil elements of the
2 Adequacy Target and applied to the formulas, based on the
3 Panel's study of average expenses as reported in the most
4 recent annual financial report:

5 (A) gifted under subparagraph (M) of paragraph (2)
6 of subsection (b) of this Section;

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

9 (C) assessment under subparagraph (P) of paragraph
10 (2) of subsection (b) of this Section;

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

13 (E) maintenance and operations under subparagraph
14 (S) of paragraph (2) of subsection (b) of this Section;
15 and

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

18 (4) On a periodic basis, the Panel shall study all the
19 following elements and make recommendations to the State
20 Board, the General Assembly, and the Governor for
21 modification of this Section:

22 (A) The format and scope of annual spending plans
23 referenced in paragraph (9) of subsection (h) of this
24 Section.

25 (B) The Comparable Wage Index under this Section,
26 to be studied by the Panel and reestablished by the

1 State Superintendent every 5 years.

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

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

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

19 (F) Technology. The per pupil target for
20 technology shall be reviewed every 3 years to determine
21 whether current allocations are sufficient to develop
22 21st century learning in all classrooms in this State
23 and supporting a one-to-one technological device
24 program in each school. Recommendations shall be made
25 no later than 3 years after the implementation of this
26 Section.

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

8 (H) Funding for Alternative Schools, Laboratory
9 Schools, safe schools, and alternative learning
10 opportunities programs. By the beginning of the
11 2021-2022 school year, the Panel shall study and make
12 recommendations regarding the funding levels for
13 Alternative Schools, Laboratory Schools, safe schools,
14 and alternative learning opportunities programs in
15 this State.

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

25 (J) Special education investments. By the
26 beginning of the 2021-2022 school year, the Panel shall

1 study and make recommendations on whether and how to
2 account for disability types within the special
3 education funding category.

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

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

22 (6) Within 3 years after the implementation of this
23 Section, the Panel shall evaluate and provide
24 recommendations to the Governor and the General Assembly on
25 the hold-harmless provisions of this Section found in the
26 Base Funding Minimum.

1 (j) References. Beginning July 1, 2017, references in other
2 laws to general State aid funds or calculations under Section
3 18-8.05 of this Code shall be deemed to be references to
4 evidence-based model formula funds or calculations under this
5 Section.

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

7 (105 ILCS 5/19-30) (from Ch. 122, par. 19-30)

8 Sec. 19-30. Any school district which, pursuant to Section
9 10-22.31b of this Act, has entered into a joint agreement with
10 one or more school districts to acquire, build, establish and
11 maintain sites and buildings for area vocational purposes may
12 by proper resolution borrow money for the purpose of acquiring
13 sites and buildings and building, equipping, improving and
14 remodeling buildings and sites for career and technical
15 ~~vocational~~ education purposes and as evidence of such
16 indebtedness issue bonds without referendum, provided that the
17 project which is the subject of such joint agreement has been
18 designated by the State Board of Vocational Education and
19 Rehabilitation as an Area Secondary Vocational Center, and
20 further provided (a) that such district has been authorized by
21 referendum to impose the tax under Section 17-2.4 of this Act,
22 or (b) that such district, not having been so authorized by
23 such referendum, by resolution has authorized the payment of
24 its proportionate share of the cost of the area vocational
25 center under such agreement from funds raised by building tax

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

1 Section. Such bonds shall bear interest at a rate of not to
2 exceed the maximum rate authorized by the Bond Authorization
3 Act, as amended at the time of the making of the contract, and
4 shall mature within 20 years from date.

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

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

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

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

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

16 (105 ILCS 5/24A-7) (from Ch. 122, par. 24A-7)

17 Sec. 24A-7. Rules. The State Board of Education is
18 authorized to adopt such rules as are deemed necessary to
19 implement and accomplish the purposes and provisions of this
20 Article, including, but not limited to, rules (i) relating to
21 the methods for measuring student growth (including, but not
22 limited to, limitations on the age of useable data; the amount
23 of data needed to reliably and validly measure growth for the
24 purpose of teacher and principal evaluations; and whether and
25 at what time annual State assessments may be used as one of

1 multiple measures of student growth), (ii) defining the term
2 "significant factor" for purposes of including consideration
3 of student growth in performance ratings, (iii) controlling for
4 such factors as student characteristics (including, but not
5 limited to, students receiving special education and English
6 ~~Language~~ Learner services), student attendance, and student
7 mobility so as to best measure the impact that a teacher,
8 principal, school and school district has on students' academic
9 achievement, (iv) establishing minimum requirements for
10 district teacher and principal evaluation instruments and
11 procedures, and (v) establishing a model evaluation plan for
12 use by school districts in which student growth shall comprise
13 50% of the performance rating. Notwithstanding any provision in
14 this Section, such rules shall not preclude a school district
15 having 500,000 or more inhabitants from using an annual State
16 assessment as the sole measure of student growth for purposes
17 of teacher or principal evaluations.

18 The State Superintendent of Education shall convene a
19 Performance Evaluation Advisory Council, which shall be
20 staffed by the State Board of Education. Members of the Council
21 shall be selected by the State Superintendent and include,
22 without limitation, representatives of teacher unions and
23 school district management, persons with expertise in
24 performance evaluation processes and systems, as well as other
25 stakeholders. The Council shall meet at least quarterly, and
26 may also meet at the call of the chairperson of the Council,

1 following the effective date of this amendatory Act of the
2 100th General Assembly until June 30, 2021. The Council shall
3 advise the State Board of Education on the ongoing
4 implementation of performance evaluations in this State, which
5 may include gathering public feedback, sharing best practices,
6 consulting with the State Board on any proposed rule changes
7 regarding evaluations, and other subjects as determined by the
8 chairperson of the Council.

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

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

16 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

18 (a) (Blank).

19 (b) (Blank).

20 (c) (Blank).

21 (d) (Blank).

22 (e) As a prerequisite to receiving a high school diploma,
23 each pupil entering the 9th grade in the 2008-2009 school year
24 or a subsequent school year must, in addition to other course
25 requirements, successfully complete all of the following

1 courses:

2 (1) Four years of language arts.

3 (2) Two years of writing intensive courses, one of
4 which must be English and the other of which may be English
5 or any other subject. When applicable, writing-intensive
6 courses may be counted towards the fulfillment of other
7 graduation requirements.

8 (3) Three years of mathematics, one of which must be
9 Algebra I, one of which must include geometry content, and
10 one of which may be an Advanced Placement computer science
11 course if the pupil successfully completes Algebra II or an
12 integrated mathematics course with Algebra II content.

13 (4) Two years of science.

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

1 the purposes of offering civics education.

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

6 (f) The State Board of Education shall develop and inform
7 school districts of standards for writing-intensive
8 coursework.

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

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

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

26 (h) The provisions of this Section are subject to the

1 provisions of Section 27-22.05 of this Code and the
2 Postsecondary and Workforce Readiness Act.

3 (Source: P.A. 99-434, eff. 7-1-16 (see P.A. 99-485 for the
4 effective date of changes made by P.A. 99-434); 99-485, eff.
5 11-20-15; 99-674, eff. 7-29-16; 100-443, eff. 8-25-17.)

6 (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

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

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

17 (105 ILCS 5/27A-12)

18 Sec. 27A-12. Evaluation; report. On or before September 30
19 of every odd-numbered year, all local school boards with at
20 least one charter school, as well as the Commission, shall
21 submit to the State Board any information required by the State
22 Board pursuant to applicable rule. On or before the second
23 Wednesday in January of every even-numbered year, the State
24 Board shall issue a report to the General Assembly and the

1 Governor on its findings for the previous 2 school years. The
2 report may be submitted electronically in the manner prescribed
3 by the State Board. The State Board's report shall summarize
4 all of the following:

5 (1) The authorizer's strategic vision for chartering
6 and progress toward achieving that vision.

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

11 (3) The status of the authorizer's charter school
12 portfolio, identifying all charter schools in each of the
13 following categories: approved (but not yet open),
14 operating, renewed, transferred, revoked, not renewed,
15 voluntarily closed, or never opened.

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

22 Further, in the report required by this Section, the State
23 Board (i) shall compare the performance of charter school
24 pupils with the performance of ethnically and economically
25 comparable groups of pupils in other public schools who are
26 enrolled in academically comparable courses, (ii) shall review

1 information regarding the regulations and policies from which
2 charter schools were released to determine if the exemptions
3 assisted or impeded the charter schools in meeting their stated
4 goals and objectives, and (iii) shall include suggested changes
5 in State law necessary to strengthen charter schools.

6 In addition, the State Board shall undertake and report on
7 periodic evaluations of charter schools that include
8 evaluations of student academic achievement, the extent to
9 which charter schools are accomplishing their missions and
10 goals, the sufficiency of funding for charter schools, and the
11 need for changes in the approval process for charter schools.

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

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

24 (105 ILCS 5/34-225)

25 Sec. 34-225. School transition plans.

1 (a) If the Board approves a school action, the chief
2 executive officer or his or her designee shall work
3 collaboratively with local school educators and families of
4 students attending a school that is the subject of a school
5 action to ensure successful integration of affected students
6 into new learning environments.

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

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

16 (1) services to support the academic, social, and
17 emotional needs of students; supports for students with
18 disabilities, homeless students, and English ~~language~~
19 learners; and support to address security and safety
20 issues;

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

22 (3) informational briefings regarding the choice of
23 schools that include all pertinent information to enable
24 the parent or guardian and child to make an informed
25 choice, including the option to visit the schools of choice
26 prior to making a decision; and

1 (4) the provision of appropriate transportation where
2 practicable.

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

5 (1) affected students receive a comparable level of
6 social support services provided by Chicago Public Schools
7 that were available at the previous school, provided that
8 the need for such social support services continue to
9 exist; and

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

13 (Source: P.A. 97-473, eff. 1-1-12; 97-474, eff. 8-22-11;
14 97-813, eff. 7-13-12; 97-1133, eff. 11-30-12.)

15 (105 ILCS 5/3-3 rep.)

16 Section 10. The School Code is amended by repealing Section
17 3-3.

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

1 Section 99. Effective date. This Act takes effect July 1,
2 2018.".