



Sen. Michael Connelly

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LRB100 17540 AXK 39481 a

1 AMENDMENT TO SENATE BILL 2686

2 AMENDMENT NO. _____. Amend Senate Bill 2686 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, 18-8.15,
7 19-30, 24A-7, 27-22, 27-22.2, 27A-12, and 34-225 and by
8 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 5/18-8.15)

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

14 (a) General provisions.

15 (1) The purpose of this Section is to ensure that, by
16 June 30, 2027 and beyond, this State has a kindergarten
17 through grade 12 public education system with the capacity
18 to ensure the educational development of all persons to the
19 limits of their capacities in accordance with Section 1 of
20 Article X of the Constitution of the State of Illinois. To
21 accomplish that objective, this Section creates a method of
22 funding public education that is evidence-based; is
23 sufficient to ensure every student receives a meaningful
24 opportunity to learn irrespective of race, ethnicity,
25 sexual orientation, gender, or community-income level; and

1 is sustainable and predictable. When fully funded under
2 this Section, every school shall have the resources, based
3 on what the evidence indicates is needed, to:

4 (A) provide all students with a high quality
5 education that offers the academic, enrichment, social
6 and emotional support, technical, and career-focused
7 programs that will allow them to become competitive
8 workers, responsible parents, productive citizens of
9 this State, and active members of our national
10 democracy;

11 (B) ensure all students receive the education they
12 need to graduate from high school with the skills
13 required to pursue post-secondary education and
14 training for a rewarding career;

15 (C) reduce, with a goal of eliminating, the
16 achievement gap between at-risk and non-at-risk
17 students by raising the performance of at-risk
18 students and not by reducing standards; and

19 (D) ensure this State satisfies its obligation to
20 assume the primary responsibility to fund public
21 education and simultaneously relieve the
22 disproportionate burden placed on local property taxes
23 to fund schools.

24 (2) The evidence-based funding formula under this
25 Section shall be applied to all Organizational Units in
26 this State. The evidence-based funding formula outlined in

1 this Act is based on the formula outlined in Senate Bill 1
2 of the 100th General Assembly, as passed by both
3 legislative chambers. As further defined and described in
4 this Section, there are 4 major components of the
5 evidence-based funding model:

6 (A) First, the model calculates a unique adequacy
7 target for each Organizational Unit in this State that
8 considers the costs to implement research-based
9 activities, the unit's student demographics, and
10 regional wage difference.

11 (B) Second, the model calculates each
12 Organizational Unit's local capacity, or the amount
13 each Organizational Unit is assumed to contribute
14 towards its adequacy target from local resources.

15 (C) Third, the model calculates how much funding
16 the State currently contributes to the Organizational
17 Unit, and adds that to the unit's local capacity to
18 determine the unit's overall current adequacy of
19 funding.

20 (D) Finally, the model's distribution method
21 allocates new State funding to those Organizational
22 Units that are least well-funded, considering both
23 local capacity and State funding, in relation to their
24 adequacy target.

25 (3) An Organizational Unit receiving any funding under
26 this Section may apply those funds to any fund so received

1 for which that Organizational Unit is authorized to make
2 expenditures by law.

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

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

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

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

11 "Adjusted Operating Tax Rate" means a tax rate for all
12 Organizational Units, for which the State Superintendent
13 shall calculate and subtract for the Operating Tax Rate a
14 transportation rate based on total expenses for
15 transportation services under this Code, as reported on the
16 most recent Annual Financial Report in Pupil
17 Transportation Services, function 2550 in both the
18 Education and Transportation funds and functions 4110 and
19 4120 in the Transportation fund, less any corresponding
20 fiscal year State of Illinois scheduled payments excluding
21 net adjustments for prior years for regular, vocational, or
22 special education transportation reimbursement pursuant to
23 Section 29-5 or subsection (b) of Section 14-13.01 of this
24 Code divided by the Adjusted EAV. If an Organizational
25 Unit's corresponding fiscal year State of Illinois
26 scheduled payments excluding net adjustments for prior

1 years for regular, vocational, or special education
2 transportation reimbursement pursuant to Section 29-5 or
3 subsection (b) of Section 14-13.01 of this Code exceed the
4 total transportation expenses, as defined in this
5 paragraph, no transportation rate shall be subtracted from
6 the Operating Tax Rate.

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

9 "Alternative School" means a public school that is
10 created and operated by a regional superintendent of
11 schools and approved by the State Board.

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

14 "Assessment" means any of those benchmark, progress
15 monitoring, formative, diagnostic, and other assessments,
16 in addition to the State accountability assessment, that
17 assist teachers' needs in understanding the skills and
18 meeting the needs of the students they serve.

19 "Assistant principal" means a school administrator
20 duly endorsed to be employed as an assistant principal in
21 this State.

22 "At-risk student" means a student who is at risk of not
23 meeting the Illinois Learning Standards or not graduating
24 from elementary or high school and who demonstrates a need
25 for vocational support or social services beyond that
26 provided by the regular school program. All students

1 included in an Organizational Unit's Low-Income Count, as
2 well as all English learner and disabled students attending
3 the Organizational Unit, shall be considered at-risk
4 students under this Section.

5 "Average Student Enrollment" or "ASE" for fiscal year
6 2018 means, for an Organizational Unit, the greater of the
7 average number of students (grades K through 12) reported
8 to the State Board as enrolled in the Organizational Unit
9 on October 1 in the immediately preceding school year, plus
10 the pre-kindergarten students who receive special
11 education services of 2 or more hours a day as reported to
12 the State Board on December 1 in the immediately preceding
13 school year, or the average number of students (grades K
14 through 12) reported to the State Board as enrolled in the
15 Organizational Unit on October 1, plus the
16 pre-kindergarten students who receive special education
17 services of 2 or more hours a day as reported to the State
18 Board on December 1, for each of the immediately preceding
19 3 school years. For fiscal year 2019 and each subsequent
20 fiscal year, "Average Student Enrollment" or "ASE" means,
21 for an Organizational Unit, the greater of the average
22 number of students (grades K through 12) reported to the
23 State Board as enrolled in the Organizational Unit on
24 October 1 and March 1 in the immediately preceding school
25 year, plus the pre-kindergarten students who receive
26 special education services as reported to the State Board

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

1 pre-kindergarten students as of the effective date of this
2 amendatory Act of the 100th General Assembly, it shall
3 establish such collection for all future years. For any
4 year where a count by grade level was collected only once,
5 that count shall be used as the single count available for
6 computing a 3-year average ASE. School districts shall
7 submit the data for the ASE calculation to the State Board
8 within 45 days of the dates required in this Section for
9 submission of enrollment data in order for it to be
10 included in the ASE calculation. For fiscal year 2018 only,
11 the ASE calculation shall include only enrollment taken on
12 October 1.

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

15 "Base Funding Minimum" is defined in subsection (e) of
16 this Section.

17 "Base Tax Year" means the property tax levy year used
18 to calculate the Budget Year allocation of primary State
19 aid.

20 "Base Tax Year's Extension" means the product of the
21 equalized assessed valuation utilized by the county clerk
22 in the Base Tax Year multiplied by the limiting rate as
23 calculated by the county clerk and defined in PTELL.

24 "Bilingual Education Allocation" means the amount of
25 an Organizational Unit's final Adequacy Target
26 attributable to bilingual education divided by the

1 Organizational Unit's final Adequacy Target, the product
2 of which shall be multiplied by the amount of new funding
3 received pursuant to this Section. An Organizational
4 Unit's final Adequacy Target attributable to bilingual
5 education shall include all additional investments in
6 English learner students' adequacy elements.

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

9 "Central office" means individual administrators and
10 support service personnel charged with managing the
11 instructional programs, business and operations, and
12 security of the Organizational Unit.

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

26 "Computer technology and equipment" means computers

1 servers, notebooks, network equipment, copiers, printers,
2 instructional software, security software, curriculum
3 management courseware, and other similar materials and
4 equipment.

5 "Computer technology and equipment investment
6 allocation" means the final Adequacy Target amount of an
7 Organizational Unit assigned to Tier 1 or Tier 2 in the
8 prior school year attributable to the additional \$285.50
9 per student computer technology and equipment investment
10 grant divided by the Organizational Unit's final Adequacy
11 Target, the result of which shall be multiplied by the
12 amount of new funding received pursuant to this Section. An
13 Organizational Unit assigned to a Tier 1 or Tier 2 final
14 Adequacy Target attributable to the received computer
15 technology and equipment investment grant shall include
16 all additional investments in computer technology and
17 equipment adequacy elements.

18 "Core subject" means mathematics; science; reading,
19 English, writing, and language arts; history and social
20 studies; world languages; and subjects taught as Advanced
21 Placement in high schools.

22 "Core teacher" means a regular classroom teacher in
23 elementary schools and teachers of a core subject in middle
24 and high schools.

25 "Core Intervention teacher (tutor)" means a licensed
26 teacher providing one-on-one or small group tutoring to

1 students struggling to meet proficiency in core subjects.

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

11 "EAV" means equalized assessed valuation as defined in
12 paragraph (2) of subsection (d) of this Section and
13 calculated in accordance with paragraph (3) of subsection
14 (d) of this Section.

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

20 "EIS Data" means the employment information system
21 data maintained by the State Board on educators within
22 Organizational Units.

23 "Employee benefits" means health, dental, and vision
24 insurance offered to employees of an Organizational Unit,
25 the costs associated with statutorily required payment of
26 the normal cost of the Organizational Unit's teacher

1 pensions, Social Security employer contributions, and
2 Illinois Municipal Retirement Fund employer contributions.

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

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

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

25 "Extended day" means academic and enrichment programs
26 provided to students outside the regular school day before

1 and after school or during non-instructional times during
2 the school day.

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

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

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

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

13 "Funding Gap" is defined in paragraph (1) of subsection
14 (g).

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

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

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

23 "Instructional facilitator" means a qualified teacher
24 or licensed teacher leader who facilitates and coaches
25 continuous improvement in classroom instruction; provides
26 instructional support to teachers in the elements of

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

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

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

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

22 "Limiting rate for Hybrid Districts" means the
23 combined elementary school and high school limited rates.

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

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, Organizational Units assigned
8 to Tier 1 and Tier 2 in the prior school year shall
9 receive an additional \$285.50 per student of the
10 combined ASE of pre-kindergarten children with
11 disabilities and all kindergarten through grade 12
12 students to cover computer technology and equipment
13 costs in the Organization Unit's Adequacy Target. The
14 State Board may establish additional requirements for
15 Organizational Unit expenditures of funds received
16 pursuant to this subparagraph (Q), including a
17 requirement that funds received pursuant to this
18 subparagraph (Q) may be used only for serving the
19 technology needs of the district. It is the intent of
20 this amendatory Act of the 100th General Assembly that
21 all Tier 1 and Tier 2 districts receive the addition to
22 their Adequacy Target in the following year, subject to
23 compliance with the 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 Teachers' Retirement System
24 of the State of Illinois and the Public School
25 Teachers' Pension and Retirement Fund of Chicago shall
26 submit such information as the State Superintendent

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

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

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

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

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

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

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

1 schools operated by the Department of Juvenile Justice, and
2 charter schools, for the following positions:

3 (A) Teacher for grades K through 8.

4 (B) Teacher for grades 9 through 12.

5 (C) Teacher for grades K through 12.

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

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

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

9 (G) Social worker.

10 (H) Psychologist.

11 (I) Librarian.

12 (J) Nurse.

13 (K) Principal.

14 (L) Assistant principal.

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

24 For calculating the salaries included within the
25 Essential Elements for positions not included within EIS
26 Data, the following salaries shall be used in the first

1 year of implementation of Evidence-Based Funding:

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

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

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

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

14 (c) Local capacity calculation.

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

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

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

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

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

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

26 (iii) for Organizational Units serving grades

1 9 through 12, the Local Capacity Ratio shall be
2 multiplied by 4/13; and

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

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

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

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

1 17-142.1 of the Illinois Pension Code in a given year.
2 In the preceding sentence, item (i) shall be certified
3 to the State Board of Education by the Teachers'
4 Retirement System of the State of Illinois and item
5 (ii) shall be certified to the State Board of Education
6 by the Public School Teachers' Pension and Retirement
7 Fund of the City of Chicago.

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

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

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

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

1 Organizational Unit's Applicable Tax Rate is its Adjusted
2 Operating Tax Rate for property within the Organizational
3 Unit.

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

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

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

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

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

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

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

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

23 (C) For Organizational Units that are Hybrid
24 Districts, the State Superintendent shall use the
25 lesser of the adjusted equalized assessed valuation
26 for property within the partial elementary unit

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

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

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

26 As used in this paragraph (4), "new property" and

1 "recovered tax increment value" shall have the meanings set
2 forth in the Property Tax Extension Limitation Law.

3 (e) Base Funding Minimum calculation.

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

1 pursuant to Section 1D-1 of this Code attributable to the
2 funding programs authorized by Section 14-7.02 (non-public
3 special education reimbursement), subsection (b) of
4 Section 14-13.01 (special education transportation),
5 Section 29-5 (transportation), Section 2-3.80
6 (agricultural education), Section 2-3.66 (truants'
7 alternative education), Section 2-3.62 (educational
8 service centers), and Section 14-7.03 (special education -
9 orphanage) of this Code and Section 15 of the Childhood
10 Hunger Relief Act (free breakfast program) and (II) the
11 school district's actual expenditures for its non-public
12 special education, special education transportation,
13 transportation programs, agricultural education, truants'
14 alternative education, services that would otherwise be
15 performed by a regional office of education, special
16 education orphanage expenditures, and free breakfast, as
17 most recently calculated and reported pursuant to
18 subsection (f) of Section 1D-1 of this Code. The Base
19 Funding Minimum for Glenwood Academy shall be \$625,500.

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

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

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

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

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

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

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

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

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

20 (2) To ensure equitable distribution of dollars for all
21 Tier 2 Organizational Units, no Tier 2 Organizational Unit
22 shall receive fewer dollars per ASE than any Tier 3
23 Organizational Unit. Each Tier 2 and Tier 3 Organizational
24 Unit shall have its funding allocation divided by its ASE.
25 Any Tier 2 Organizational Unit with a funding allocation
26 per ASE below the greatest Tier 3 allocation per ASE shall

1 get a funding allocation equal to the greatest Tier 3
2 funding allocation per ASE multiplied by the
3 Organizational Unit's ASE. Each Tier 2 Organizational
4 Unit's Tier 2 funding allocation shall be multiplied by the
5 percentage calculated by dividing the original Tier 2
6 Aggregate Funding by the sum of all Tier 2 Organizational
7 Unit's Tier 2 funding allocation after adjusting
8 districts' funding below Tier 3 levels.

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

11 (A) Tier 1 consists of all Organizational Units,
12 except for Specially Funded Units, with a Percent of
13 Adequacy less than the Tier 1 Target Ratio. The Tier 1
14 Target Ratio is the ratio level that allows for Tier 1
15 Aggregate Funding to be distributed, with the Tier 1
16 Allocation Rate determined pursuant to paragraph (4)
17 of this subsection (g).

18 (B) Tier 2 consists of all Tier 1 Units and all
19 other Organizational Units, except for Specially
20 Funded Units, with a Percent of Adequacy of less than
21 0.90.

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

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

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

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

4 (B) The Tier 2 Allocation Rate is the result of the
5 following equation: Tier 2 Aggregate Funding, divided
6 by the sum of the Funding Gaps for all Tier 2
7 Organizational Units, unless the result of such
8 equation is higher than 1.0. If the result of such
9 equation is higher than 1.0, then the Tier 2 Allocation
10 Rate is 1.0.

11 (C) The Tier 3 Allocation Rate is the result of the
12 following equation: Tier 3 Aggregate Funding, divided
13 by the sum of the Adequacy Targets of all Tier 3
14 Organizational Units.

15 (D) The Tier 4 Allocation Rate is the result of the
16 following equation: Tier 4 Aggregate Funding, divided
17 by the sum of the Adequacy Targets of all Tier 4
18 Organizational Units.

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

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

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

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

25 (6) If, at any point, the Tier 1 Target Ratio is
26 greater than 90%, then all Tier 1 funding shall be

1 allocated to Tier 2 and no Tier 1 Organizational Unit's
2 funding may be identified.

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

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

17 (8.5) If a school district withdraws from a special
18 education cooperative, the portion of the Base Funding
19 Minimum that is attributable to the school district may be
20 redistributed to the school district upon withdrawal. The
21 school district and the cooperative must include the amount
22 of the Base Funding Minimum that is to be re-apportioned in
23 their withdrawal agreement and notify the State Board of
24 the change with a copy of the agreement upon withdrawal.

25 (9) The Minimum Funding Level is intended to establish
26 a target for State funding that will keep pace with

1 inflation and continue to advance equity through the
2 Evidence-Based Funding formula. The target for State
3 funding of New Property Tax Relief Pool Funds is
4 \$50,000,000 for State fiscal year 2019 and subsequent State
5 fiscal years. The Minimum Funding Level is equal to
6 \$350,000,000. In addition to any New State Funds, no more
7 than \$50,000,000 New Property Tax Relief Pool Funds may be
8 counted towards the Minimum Funding Level. If the sum of
9 New State Funds and applicable New Property Tax Relief Pool
10 Funds are less than the Minimum Funding Level, than funding
11 for tiers shall be reduced in the following manner:

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

16 (B) Next, Tier 3 funding shall be reduced by an
17 amount equal to the difference between the Minimum
18 Funding Level and New State Funds and the reduction in
19 Tier 4 funding until such time as Tier 3 funding is
20 exhausted.

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

25 (D) Finally, Tier 1 funding shall be reduced by an
26 amount equal to the difference between the Minimum

1 Funding level and New State Funds and the reduction in
2 Tier 2, 3, and 4 funding. In addition, the Allocation
3 Rate for Tier 1 shall be reduced to a percentage equal
4 to the Tier 1 allocation rate set by paragraph (4) of
5 this subsection (g), multiplied by the result of New
6 State Funds divided by the Minimum Funding Level.

7 (9.5) For State fiscal year 2019 and subsequent State
8 fiscal years, if New State Funds exceed \$300,000,000, then
9 any amount in excess of \$300,000,000 shall be dedicated for
10 purposes of Section 2-3.170 of this Code up to a maximum of
11 \$50,000,000.

12 (10) In the event of a decrease in the amount of the
13 appropriation for this Section in any fiscal year after
14 implementation of this Section, the Organizational Units
15 receiving Tier 1 and Tier 2 funding, as determined under
16 paragraph (3) of this subsection (g), shall be held
17 harmless by establishing a Base Funding Guarantee equal to
18 the per pupil kindergarten through grade 12 funding
19 received in accordance with this Section in the prior
20 fiscal year. Reductions shall be made to the Base Funding
21 Minimum of Organizational Units in Tier 3 and Tier 4 on a
22 per pupil basis equivalent to the total number of the ASE
23 in Tier 3-funded and Tier 4-funded Organizational Units
24 divided by the total reduction in State funding. The Base
25 Funding Minimum as reduced shall continue to be applied to
26 Tier 3 and Tier 4 Organizational Units and adjusted by the

1 relative formula when increases in appropriations for this
2 Section resume. In no event may State funding reductions to
3 Organizational Units in Tier 3 or Tier 4 exceed an amount
4 that would be less than the Base Funding Minimum
5 established in the first year of implementation of this
6 Section. If additional reductions are required, all school
7 districts shall receive a reduction by a per pupil amount
8 equal to the aggregate additional appropriation reduction
9 divided by the total ASE of all Organizational Units.

10 (11) The State Superintendent shall make minor
11 adjustments to the distribution formula set forth in this
12 subsection (g) to account for the rounding of percentages
13 to the nearest tenth of a percentage and dollar amounts to
14 the nearest whole dollar.

15 (h) State Superintendent administration of funding and
16 district submission requirements.

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

20 (2) The State Superintendent shall calculate the
21 Adequacy Target for each Organizational Unit and Net State
22 Contribution Target for each Organizational Unit under
23 this Section. The State Superintendent shall also certify
24 the actual amounts of the New State Funds payable for each
25 eligible Organizational Unit based on the equitable
26 distribution calculation to the unit's treasurer, as soon

1 as possible after such amounts are calculated, including
2 any applicable adjusted charge-off increase. No
3 Evidence-Based Funding shall be distributed within an
4 Organizational Unit without the approval of the unit's
5 school board.

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

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

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

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

26 (7) School district claims filed under this Section are

1 subject to Sections 18-9 and 18-12 of this Code, except as
2 otherwise provided in this Section.

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

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

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

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

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

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

25 (C) application and enhancement of the current
26 financial accountability measures, the approved State

1 plan to comply with the federal Every Student Succeeds
2 Act, and the Illinois Balanced Accountability Measures
3 in relation to student growth and elements of the
4 Evidence-Based Funding model; and

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

8 (i) Professional Review Panel.

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

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

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

1 (C) Two appointees from districts that represent
2 school business officials, recommended by a statewide
3 organization that represents school business
4 officials.

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

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

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

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

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

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

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

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

26 (L) One member from a statewide organization

1 focused on research-based education policy to support
2 a school system that prepares all students for college,
3 a career, and democratic citizenship.

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

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

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

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

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

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

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

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

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

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

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

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

26 (B) The Comparable Wage Index under this Section,

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

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

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

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

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

1 Section.

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

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

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

26 (J) Special education investments. By the

1 beginning of the 2021-2022 school year, the Panel shall
2 study and make recommendations on whether and how to
3 account for disability types within the special
4 education funding category.

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

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

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

1 Base Funding Minimum.

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

7 (Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18;
8 100-582, eff. 3-23-18.)

9 (105 ILCS 5/19-30) (from Ch. 122, par. 19-30)

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

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

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

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

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

25 This Section shall be cumulative and it shall constitute
26 complete authority for site acquisitions and building programs

1 and for the issuance of bonds as provided for hereunder,
2 notwithstanding any other statute or law to the contrary.

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

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

18 (105 ILCS 5/24A-7) (from Ch. 122, par. 24A-7)

19 Sec. 24A-7. Rules. The State Board of Education is
20 authorized to adopt such rules as are deemed necessary to
21 implement and accomplish the purposes and provisions of this
22 Article, including, but not limited to, rules (i) relating to
23 the methods for measuring student growth (including, but not
24 limited to, limitations on the age of useable data; the amount
25 of data needed to reliably and validly measure growth for the

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

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

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

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

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

18 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

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

20 (a) (Blank).

21 (b) (Blank).

22 (c) (Blank).

23 (d) (Blank).

24 (e) As a prerequisite to receiving a high school diploma,
25 each pupil entering the 9th grade in the 2008-2009 school year

1 or a subsequent school year must, in addition to other course
2 requirements, successfully complete all of the following
3 courses:

4 (1) Four years of language arts.

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

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

15 (4) Two years of science.

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

1 learning, and simulations of the democratic process.
2 School districts may utilize private funding available for
3 the purposes of offering civics education.

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

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

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

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

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

1 education program.

2 (h) The provisions of this Section are subject to the
3 provisions of Section 27-22.05 of this Code and the
4 Postsecondary and Workforce Readiness Act.

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

8 (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

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

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

19 (105 ILCS 5/27A-12)

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

1 Wednesday in January of every even-numbered year, the State
2 Board shall issue a report to the General Assembly and the
3 Governor on its findings for the previous 2 school years. The
4 report may be submitted electronically in the manner prescribed
5 by the State Board. The State Board's report shall summarize
6 all of the following:

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

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

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

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

24 Further, in the report required by this Section, the State
25 Board (i) shall compare the performance of charter school
26 pupils with the performance of ethnically and economically

1 comparable groups of pupils in other public schools who are
2 enrolled in academically comparable courses, (ii) shall review
3 information regarding the regulations and policies from which
4 charter schools were released to determine if the exemptions
5 assisted or impeded the charter schools in meeting their stated
6 goals and objectives, and (iii) shall include suggested changes
7 in State law necessary to strengthen charter schools.

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

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

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

1 (105 ILCS 5/34-225)

2 Sec. 34-225. School transition plans.

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

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

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

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

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

24 (3) informational briefings regarding the choice of
25 schools that include all pertinent information to enable
26 the parent or guardian and child to make an informed

1 choice, including the option to visit the schools of choice
2 prior to making a decision; and

3 (4) the provision of appropriate transportation where
4 practicable.

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

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

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

15 (Source: P.A. 97-473, eff. 1-1-12; 97-474, eff. 8-22-11;
16 97-813, eff. 7-13-12; 97-1133, eff. 11-30-12.)

17 (105 ILCS 5/3-3 rep.)

18 Section 10. The School Code is amended by repealing Section
19 3-3.

20 Section 99. Effective date. This Act takes effect July 1,
21 2018."