

1 AN ACT concerning education.

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

4 Section 5. The Sick Leave Bank Act is amended by changing
5 Section 5.10 as follows:

6 (5 ILCS 400/5.10) (from Ch. 127, par. 4255.10)

7 Sec. 5.10. "Agency" means any branch, department, board,
8 committee or commission of State government, but does not
9 include units of local government, school districts or boards
10 of election commissioners, or the State Board of Education.

11 (Source: P.A. 87-822.)

12 Section 10. The School Code is amended by changing
13 Sections 2-3.47a, 2-3.104, 2-3.161, 10-17a, 10-22.6, 21B-35,
14 26-19, 27-6.5, 29-5, and 34-18.43 as follows:

15 (105 ILCS 5/2-3.47a)

16 Sec. 2-3.47a. Strategic plan.

17 (a) The State Board of Education shall develop and
18 maintain a continuing ~~5-year~~ comprehensive strategic plan for
19 elementary and secondary education. The strategic plan shall
20 address how the State Board of Education will focus its
21 efforts to increase equity in all Illinois schools and shall

1 include, without limitation, all of the following topic areas:

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

4 (2) Programs to improve equitable and strategic
5 resource allocation in Equity, adequacy, and
6 predictability of educational opportunities and resources
7 for all schools.

8 (3) Efforts to enhance the social-emotional well-being
9 of Illinois students ~~Program development and improvements,~~
10 ~~including financial planning and support services.~~

11 (4) (Blank). ~~Efficient means of delivering services to~~
12 ~~schools on a regional basis.~~

13 (5) (Blank). ~~Assistance to students at risk of~~
14 ~~academic failure and the use of proven support programs~~
15 ~~and services to close the achievement gap.~~

16 (6) (Blank). ~~Educational research and development and~~
17 ~~access and training in the use of a centralized student~~
18 ~~achievement data system.~~

19 (7) (Blank). ~~Recommendations for streamlining the~~
20 ~~School Code to eliminate laws that interfere with local~~
21 ~~control, taking into account those foundational standards~~
22 ~~that have already been established.~~

23 (8) (Blank). ~~Streamlining certification of teachers~~
24 ~~and administrators to provide quality personnel and~~
25 ~~ongoing professional development.~~

26 (9) (Blank). ~~Support services to enhance the capacity~~

1 ~~of school districts to meet federal and State statutory~~
2 ~~standards.~~

3 (10) (Blank). ~~Enhanced technology for use in~~
4 ~~administration, classroom, and nontraditional educational~~
5 ~~settings.~~

6 (11) (Blank). ~~Recognition of successful, exemplary~~
7 ~~schools.~~

8 (12) (Blank). ~~The unique needs of rural school~~
9 ~~districts.~~

10 (13) (Blank). ~~School reorganization issues.~~

11 (14) Attraction and retention of diverse and qualified
12 teachers and leaders.

13 (15) (Blank). ~~Additional duties that should be~~
14 ~~assigned to regional offices of education and regional~~
15 ~~administrative service centers to support local control of~~
16 ~~school districts and eliminate any duplication and~~
17 ~~inefficiency.~~

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

21 (b) To meet the requirements of this Section, the State
22 Board of Education shall issue to the Governor and General
23 Assembly a preliminary report within 6 months after the
24 effective date of this amendatory Act of the 93rd General
25 Assembly and a final 5-year strategic plan within one year
26 after the effective date of this amendatory Act of the 93rd

1 General Assembly. Thereafter, the strategic plan shall be
2 updated and issued to the Governor and General Assembly on or
3 before July 1 of each year.

4 (Source: P.A. 93-1036, eff. 9-14-04.)

5 (105 ILCS 5/2-3.104) (from Ch. 122, par. 2-3.104)

6 Sec. 2-3.104. State mandate reports. The State Board of
7 Education shall prepare an annual report listing all new State
8 mandates applicable to the common schools during the school
9 year covered by the report, excluding only those mandates that
10 relate to school elections. The annual report shall set forth
11 for each listed mandate the date or approximate date that the
12 mandate became effective and the cost of implementing that
13 mandate during the school year covered by the report; provided
14 that if the mandate has not been in effect for the entire
15 school year covered by the report, the estimated annual cost
16 of implementing that mandate shall be set forth in that
17 report, and provided that if the mandate exists because of a
18 federal law, rule or regulation, the report shall note that
19 fact. ~~The State Board of Education shall highlight on each~~
20 ~~annual report each mandate listed thereon that first became~~
21 ~~effective and applicable to the common schools during the~~
22 ~~school year covered by the current annual report.~~ Each annual
23 report prepared by the State Board of Education shall be filed
24 by the State Board of Education with the General Assembly on or
25 before March 1 of the calendar year, beginning with calendar

1 year 1992, and shall cover only the school year ending during
2 the calendar year immediately preceding the calendar year in
3 which the annual report is required to be filed.

4 (Source: P.A. 87-632; 87-895.)

5 (105 ILCS 5/2-3.161)

6 Sec. 2-3.161. Definition of dyslexia; reading instruction
7 advisory group; handbook.

8 (a) The State Board of Education shall incorporate, in
9 both general education and special education, the following
10 definition of dyslexia:

11 Dyslexia is a specific learning disability that is
12 neurobiological in origin. Dyslexia is characterized by
13 difficulties with accurate and/or fluent word recognition
14 and by poor spelling and decoding abilities. These
15 difficulties typically result from a deficit in the
16 phonological component of language that is often
17 unexpected in relation to other cognitive abilities and
18 the provision of effective classroom instruction.
19 Secondary consequences may include problems in reading
20 comprehension and reduced reading experience that can
21 impede growth of vocabulary and background knowledge.

22 (b) (Blank). ~~Subject to specific State appropriation or~~
23 ~~the availability of private donations, the State Board of~~
24 ~~Education shall establish an advisory group to develop a~~
25 ~~training module or training modules to provide education and~~

1 ~~professional development to teachers, school administrators,~~
2 ~~and other education professionals regarding multi-sensory,~~
3 ~~systematic, and sequential instruction in reading. This~~
4 ~~advisory group shall complete its work before December 15,~~
5 ~~2015 and is abolished on December 15, 2015. The State Board of~~
6 ~~Education shall reestablish the advisory group abolished on~~
7 ~~December 15, 2015 to complete the abolished group's work. The~~
8 ~~reestablished advisory group shall complete its work before~~
9 ~~December 31, 2016 and is abolished on December 31, 2016. The~~
10 ~~provisions of this subsection (b), other than this sentence,~~
11 ~~are inoperative after December 31, 2016.~~

12 (c) The State Board of Education shall develop and
13 maintain a handbook to be made available on its Internet
14 website that provides guidance for pupils, parents or
15 guardians, and teachers on the subject of dyslexia. The
16 handbook shall include, but is not limited to:

17 (1) guidelines for teachers and parents or guardians
18 on how to identify signs of dyslexia;

19 (2) a description of educational strategies that have
20 been shown to improve the academic performance of pupils
21 with dyslexia; and

22 (3) a description of resources and services available
23 to pupils with dyslexia, parents or guardians of pupils
24 with dyslexia, and teachers.

25 The State Board shall review the handbook once every 4
26 years to update, if necessary, the guidelines, educational

1 strategies, or resources and services made available in the
2 handbook.

3 (Source: P.A. 99-65, eff. 7-16-15; 99-78, eff. 7-20-15;
4 99-602, eff. 7-22-16; 99-603, eff. 7-22-16; 100-201, eff.
5 8-18-17; 100-617, eff. 7-20-18.)

6 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

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

9 (1) By October 31, 2013 and October 31 of each subsequent
10 school year, the State Board of Education, through the State
11 Superintendent of Education, shall prepare a State report
12 card, school district report cards, and school report cards,
13 and shall by the most economic means provide to each school
14 district in this State, including special charter districts
15 and districts subject to the provisions of Article 34, the
16 report cards for the school district and each of its schools.
17 During a school year in which the Governor has declared a
18 disaster due to a public health emergency pursuant to Section
19 7 of the Illinois Emergency Management Agency Act, the report
20 cards for the school districts and each of its schools shall be
21 prepared by December 31.

22 (2) In addition to any information required by federal
23 law, the State Superintendent shall determine the indicators
24 and presentation of the school report card, which must
25 include, at a minimum, the most current data collected and

1 maintained by the State Board of Education related to the
2 following:

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

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

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

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

1 percentage of graduates enrolled in community colleges,
2 colleges, and universities who are in one or more courses
3 that the community college, college, or university
4 identifies as a developmental course;

5 (D) student progress, including, where applicable, the
6 percentage of students in the ninth grade who have earned
7 5 credits or more without failing more than one core
8 class, a measure of students entering kindergarten ready
9 to learn, a measure of growth, and the percentage of
10 students who enter high school on track for college and
11 career readiness;

12 (E) the school environment, including, where
13 applicable, high school dropout rate by grade level, the
14 percentage of students with less than 10 absences in a
15 school year, the percentage of teachers with less than 10
16 absences in a school year for reasons other than
17 professional development, leaves taken pursuant to the
18 federal Family Medical Leave Act of 1993, long-term
19 disability, or parental leaves, the 3-year average of the
20 percentage of teachers returning to the school from the
21 previous year, the number of different principals at the
22 school in the last 6 years, the number of teachers who hold
23 a gifted education endorsement, the process and criteria
24 used by the district to determine whether a student is
25 eligible for participation in a gifted education program
26 or advanced academic program and the manner in which

1 parents and guardians are made aware of the process and
2 criteria, 2 or more indicators from any school climate
3 survey selected or approved by the State and administered
4 pursuant to Section 2-3.153 of this Code, with the same or
5 similar indicators included on school report cards for all
6 surveys selected or approved by the State pursuant to
7 Section 2-3.153 of this Code, and the combined percentage
8 of teachers rated as proficient or excellent in their most
9 recent evaluation;

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

13 (G) the total and per pupil normal cost amount the
14 State contributed to the Teachers' Retirement System of
15 the State of Illinois in the prior fiscal year for the
16 school's employees, which shall be reported to the State
17 Board of Education by the Teachers' Retirement System of
18 the State of Illinois;

19 (H) for a school district organized under Article 34
20 of this Code only, State contributions to the Public
21 School Teachers' Pension and Retirement Fund of Chicago
22 and State contributions for health care for employees of
23 that school district;

24 (I) a school district's Final Percent of Adequacy, as
25 defined in paragraph (4) of subsection (f) of Section
26 18-8.15 of this Code;

1 (J) a school district's Local Capacity Target, as
2 defined in paragraph (2) of subsection (c) of Section
3 18-8.15 of this Code, displayed as a percentage amount;

4 (K) a school district's Real Receipts, as defined in
5 paragraph (1) of subsection (d) of Section 18-8.15 of this
6 Code, divided by a school district's Adequacy Target, as
7 defined in paragraph (1) of subsection (b) of Section
8 18-8.15 of this Code, displayed as a percentage amount;

9 (L) a school district's administrative costs; ~~and~~

10 (M) whether or not the school has participated in the
11 Illinois Youth Survey. In this paragraph (M), "Illinois
12 Youth Survey" means a self-report survey, administered in
13 school settings every 2 years, designed to gather
14 information about health and social indicators, including
15 substance abuse patterns and the attitudes of students in
16 grades 8, 10, and 12; and

17 (N) whether the school offered its students career and
18 technical education opportunities.

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

26 As used in this subsection (2):

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

5 "Advanced academic program" means a course of study to
6 which students are assigned based on advanced cognitive
7 ability or advanced academic achievement compared to local age
8 peers and in which the curriculum is substantially
9 differentiated from the general curriculum to provide
10 appropriate challenge and pace.

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

15 For the purposes of paragraph (A) of this subsection (2),
16 "average daily attendance" means the average of the actual
17 number of attendance days during the previous school year for
18 any enrolled student who is subject to compulsory attendance
19 by Section 26-1 of this Code at each school and charter school.

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

1 (A) through (E) and paragraph (N) of subsection (2) of this
2 Section. The school district report card shall include the
3 average daily attendance, as that term is defined in
4 subsection (2) of this Section, of students who have
5 individualized education programs and students who have 504
6 plans that provide for special education services within the
7 school district.

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

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

1 the district shall send a written notice home to parents
2 stating (i) that the report card is available on the web site,
3 (ii) the address of the web site, (iii) that a printed copy of
4 the report card will be sent to parents upon request, and (iv)
5 the telephone number that parents may call to request a
6 printed copy of the report card.

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

12 (Source: P.A. 100-227, eff. 8-18-17; 100-364, eff. 1-1-18;
13 100-448, eff. 7-1-19; 100-465, eff. 8-31-17; 100-807, eff.
14 8-10-18; 100-863, eff. 8-14-18; 100-1121, eff. 1-1-19; 101-68,
15 eff. 1-1-20; 101-81, eff. 7-12-19; revised 9-9-19.)

16 (105 ILCS 5/10-22.6) (from Ch. 122, par. 10-22.6)

17 Sec. 10-22.6. Suspension or expulsion of pupils; school
18 searches.

19 (a) To expel pupils guilty of gross disobedience or
20 misconduct, including gross disobedience or misconduct
21 perpetuated by electronic means, pursuant to subsection (b-20)
22 of this Section, and no action shall lie against them for such
23 expulsion. Expulsion shall take place only after the parents
24 have been requested to appear at a meeting of the board, or
25 with a hearing officer appointed by it, to discuss their

1 child's behavior. Such request shall be made by registered or
2 certified mail and shall state the time, place and purpose of
3 the meeting. The board, or a hearing officer appointed by it,
4 at such meeting shall state the reasons for dismissal and the
5 date on which the expulsion is to become effective. If a
6 hearing officer is appointed by the board, he shall report to
7 the board a written summary of the evidence heard at the
8 meeting and the board may take such action thereon as it finds
9 appropriate. If the board acts to expel a pupil, the written
10 expulsion decision shall detail the specific reasons why
11 removing the pupil from the learning environment is in the
12 best interest of the school. The expulsion decision shall also
13 include a rationale as to the specific duration of the
14 expulsion. An expelled pupil may be immediately transferred to
15 an alternative program in the manner provided in Article 13A
16 or 13B of this Code. A pupil must not be denied transfer
17 because of the expulsion, except in cases in which such
18 transfer is deemed to cause a threat to the safety of students
19 or staff in the alternative program.

20 (b) To suspend or by policy to authorize the
21 superintendent of the district or the principal, assistant
22 principal, or dean of students of any school to suspend pupils
23 guilty of gross disobedience or misconduct, or to suspend
24 pupils guilty of gross disobedience or misconduct on the
25 school bus from riding the school bus, pursuant to subsections
26 (b-15) and (b-20) of this Section, and no action shall lie

1 against them for such suspension. The board may by policy
2 authorize the superintendent of the district or the principal,
3 assistant principal, or dean of students of any school to
4 suspend pupils guilty of such acts for a period not to exceed
5 10 school days. If a pupil is suspended due to gross
6 disobedience or misconduct on a school bus, the board may
7 suspend the pupil in excess of 10 school days for safety
8 reasons.

9 Any suspension shall be reported immediately to the
10 parents or guardian of a pupil along with a full statement of
11 the reasons for such suspension and a notice of their right to
12 a review. The school board must be given a summary of the
13 notice, including the reason for the suspension and the
14 suspension length. Upon request of the parents or guardian,
15 the school board or a hearing officer appointed by it shall
16 review such action of the superintendent or principal,
17 assistant principal, or dean of students. At such review, the
18 parents or guardian of the pupil may appear and discuss the
19 suspension with the board or its hearing officer. If a hearing
20 officer is appointed by the board, he shall report to the board
21 a written summary of the evidence heard at the meeting. After
22 its hearing or upon receipt of the written report of its
23 hearing officer, the board may take such action as it finds
24 appropriate. If a student is suspended pursuant to this
25 subsection (b), the board shall, in the written suspension
26 decision, detail the specific act of gross disobedience or

1 misconduct resulting in the decision to suspend. The
2 suspension decision shall also include a rationale as to the
3 specific duration of the suspension. A pupil who is suspended
4 in excess of 20 school days may be immediately transferred to
5 an alternative program in the manner provided in Article 13A
6 or 13B of this Code. A pupil must not be denied transfer
7 because of the suspension, except in cases in which such
8 transfer is deemed to cause a threat to the safety of students
9 or staff in the alternative program.

10 (b-5) Among the many possible disciplinary interventions
11 and consequences available to school officials, school
12 exclusions, such as out-of-school suspensions and expulsions,
13 are the most serious. School officials shall limit the number
14 and duration of expulsions and suspensions to the greatest
15 extent practicable, and it is recommended that they use them
16 only for legitimate educational purposes. To ensure that
17 students are not excluded from school unnecessarily, it is
18 recommended that school officials consider forms of
19 non-exclusionary discipline prior to using out-of-school
20 suspensions or expulsions.

21 (b-10) Unless otherwise required by federal law or this
22 Code, school boards may not institute zero-tolerance policies
23 by which school administrators are required to suspend or
24 expel students for particular behaviors.

25 (b-15) Out-of-school suspensions of 3 days or less may be
26 used only if the student's continuing presence in school would

1 pose a threat to school safety or a disruption to other
2 students' learning opportunities. For purposes of this
3 subsection (b-15), "threat to school safety or a disruption to
4 other students' learning opportunities" shall be determined on
5 a case-by-case basis by the school board or its designee.
6 School officials shall make all reasonable efforts to resolve
7 such threats, address such disruptions, and minimize the
8 length of suspensions to the greatest extent practicable.

9 (b-20) Unless otherwise required by this Code,
10 out-of-school suspensions of longer than 3 days, expulsions,
11 and disciplinary removals to alternative schools may be used
12 only if other appropriate and available behavioral and
13 disciplinary interventions have been exhausted and the
14 student's continuing presence in school would either (i) pose
15 a threat to the safety of other students, staff, or members of
16 the school community or (ii) substantially disrupt, impede, or
17 interfere with the operation of the school. For purposes of
18 this subsection (b-20), "threat to the safety of other
19 students, staff, or members of the school community" and
20 "substantially disrupt, impede, or interfere with the
21 operation of the school" shall be determined on a case-by-case
22 basis by school officials. For purposes of this subsection
23 (b-20), the determination of whether "appropriate and
24 available behavioral and disciplinary interventions have been
25 exhausted" shall be made by school officials. School officials
26 shall make all reasonable efforts to resolve such threats,

1 address such disruptions, and minimize the length of student
2 exclusions to the greatest extent practicable. Within the
3 suspension decision described in subsection (b) of this
4 Section or the expulsion decision described in subsection (a)
5 of this Section, it shall be documented whether other
6 interventions were attempted or whether it was determined that
7 there were no other appropriate and available interventions.

8 (b-25) Students who are suspended out-of-school for longer
9 than 4 school days shall be provided appropriate and available
10 support services during the period of their suspension. For
11 purposes of this subsection (b-25), "appropriate and available
12 support services" shall be determined by school authorities.
13 Within the suspension decision described in subsection (b) of
14 this Section, it shall be documented whether such services are
15 to be provided or whether it was determined that there are no
16 such appropriate and available services.

17 A school district may refer students who are expelled to
18 appropriate and available support services.

19 A school district shall create a policy to facilitate the
20 re-engagement of students who are suspended out-of-school,
21 expelled, or returning from an alternative school setting.

22 (b-30) A school district shall create a policy by which
23 suspended pupils, including those pupils suspended from the
24 school bus who do not have alternate transportation to school,
25 shall have the opportunity to make up work for equivalent
26 academic credit. It shall be the responsibility of a pupil's

1 parent or guardian to notify school officials that a pupil
2 suspended from the school bus does not have alternate
3 transportation to school.

4 (c) A school board must invite a representative from a
5 local mental health agency to consult with the board at the
6 meeting whenever there is evidence that mental illness may be
7 the cause of a student's expulsion or suspension. ~~The~~
8 ~~Department of Human Services shall be invited to send a~~
9 ~~representative to consult with the board at such meeting~~
10 ~~whenever there is evidence that mental illness may be the~~
11 ~~cause for expulsion or suspension.~~

12 (c-5) School districts shall make reasonable efforts to
13 provide ongoing professional development to teachers,
14 administrators, school board members, school resource
15 officers, and staff on the adverse consequences of school
16 exclusion and justice-system involvement, effective classroom
17 management strategies, culturally responsive discipline, the
18 appropriate and available supportive services for the
19 promotion of student attendance and engagement, and
20 developmentally appropriate disciplinary methods that promote
21 positive and healthy school climates.

22 (d) The board may expel a student for a definite period of
23 time not to exceed 2 calendar years, as determined on a
24 case-by-case basis. A student who is determined to have
25 brought one of the following objects to school, any
26 school-sponsored activity or event, or any activity or event

1 that bears a reasonable relationship to school shall be
2 expelled for a period of not less than one year:

3 (1) A firearm. For the purposes of this Section,
4 "firearm" means any gun, rifle, shotgun, weapon as defined
5 by Section 921 of Title 18 of the United States Code,
6 firearm as defined in Section 1.1 of the Firearm Owners
7 Identification Card Act, or firearm as defined in Section
8 24-1 of the Criminal Code of 2012. The expulsion period
9 under this subdivision (1) may be modified by the
10 superintendent, and the superintendent's determination may
11 be modified by the board on a case-by-case basis.

12 (2) A knife, brass knuckles or other knuckle weapon
13 regardless of its composition, a billy club, or any other
14 object if used or attempted to be used to cause bodily
15 harm, including "look alike" of any firearm as defined in
16 subdivision (1) of this subsection (d). The expulsion
17 requirement under this subdivision (2) may be modified by
18 the superintendent, and the superintendent's determination
19 may be modified by the board on a case-by-case basis.

20 Expulsion or suspension shall be construed in a manner
21 consistent with the federal Individuals with Disabilities
22 Education Act. A student who is subject to suspension or
23 expulsion as provided in this Section may be eligible for a
24 transfer to an alternative school program in accordance with
25 Article 13A of the School Code.

26 (d-5) The board may suspend or by regulation authorize the

1 superintendent of the district or the principal, assistant
2 principal, or dean of students of any school to suspend a
3 student for a period not to exceed 10 school days or may expel
4 a student for a definite period of time not to exceed 2
5 calendar years, as determined on a case-by-case basis, if (i)
6 that student has been determined to have made an explicit
7 threat on an Internet website against a school employee, a
8 student, or any school-related personnel, (ii) the Internet
9 website through which the threat was made is a site that was
10 accessible within the school at the time the threat was made or
11 was available to third parties who worked or studied within
12 the school grounds at the time the threat was made, and (iii)
13 the threat could be reasonably interpreted as threatening to
14 the safety and security of the threatened individual because
15 of his or her duties or employment status or status as a
16 student inside the school.

17 (e) To maintain order and security in the schools, school
18 authorities may inspect and search places and areas such as
19 lockers, desks, parking lots, and other school property and
20 equipment owned or controlled by the school, as well as
21 personal effects left in those places and areas by students,
22 without notice to or the consent of the student, and without a
23 search warrant. As a matter of public policy, the General
24 Assembly finds that students have no reasonable expectation of
25 privacy in these places and areas or in their personal effects
26 left in these places and areas. School authorities may request

1 the assistance of law enforcement officials for the purpose of
2 conducting inspections and searches of lockers, desks, parking
3 lots, and other school property and equipment owned or
4 controlled by the school for illegal drugs, weapons, or other
5 illegal or dangerous substances or materials, including
6 searches conducted through the use of specially trained dogs.
7 If a search conducted in accordance with this Section produces
8 evidence that the student has violated or is violating either
9 the law, local ordinance, or the school's policies or rules,
10 such evidence may be seized by school authorities, and
11 disciplinary action may be taken. School authorities may also
12 turn over such evidence to law enforcement authorities.

13 (f) Suspension or expulsion may include suspension or
14 expulsion from school and all school activities and a
15 prohibition from being present on school grounds.

16 (g) A school district may adopt a policy providing that if
17 a student is suspended or expelled for any reason from any
18 public or private school in this or any other state, the
19 student must complete the entire term of the suspension or
20 expulsion in an alternative school program under Article 13A
21 of this Code or an alternative learning opportunities program
22 under Article 13B of this Code before being admitted into the
23 school district if there is no threat to the safety of students
24 or staff in the alternative program.

25 (h) School officials shall not advise or encourage
26 students to drop out voluntarily due to behavioral or academic

1 difficulties.

2 (i) A student may not be issued a monetary fine or fee as a
3 disciplinary consequence, though this shall not preclude
4 requiring a student to provide restitution for lost, stolen,
5 or damaged property.

6 (j) Subsections (a) through (i) of this Section shall
7 apply to elementary and secondary schools, charter schools,
8 special charter districts, and school districts organized
9 under Article 34 of this Code.

10 (k) The expulsion of children enrolled in programs funded
11 under Section 1C-2 of this Code is subject to the requirements
12 under paragraph (7) of subsection (a) of Section 2-3.71 of
13 this Code.

14 (l) Beginning with the 2018-2019 school year, an in-school
15 suspension program provided by a school district for any
16 students in kindergarten through grade 12 may focus on
17 promoting non-violent conflict resolution and positive
18 interaction with other students and school personnel. A school
19 district may employ a school social worker or a licensed
20 mental health professional to oversee an in-school suspension
21 program in kindergarten through grade 12.

22 (Source: P.A. 100-105, eff. 1-1-18; 100-810, eff. 1-1-19;
23 100-863, eff. 8-14-18; 100-1035, eff. 8-22-18; 101-81, eff.
24 7-12-19.)

25 (105 ILCS 5/21B-35)

1 Sec. 21B-35. Minimum requirements for educators trained in
2 other states or countries.

3 (a) Any applicant who has not been entitled by an
4 Illinois-approved educator preparation program at an Illinois
5 institution of higher education applying for a Professional
6 Educator License endorsed in a teaching field or school
7 support personnel area must meet the following requirements:

8 (1) the applicant must:

9 (A) hold a comparable and valid educator license
10 or certificate, as defined by rule, with similar grade
11 level and content area credentials from another state,
12 with the State Board of Education having the authority
13 to determine what constitutes similar grade level and
14 content area credentials from another state;

15 (B) have a bachelor's degree from a regionally
16 accredited institution of higher education; and

17 (C) (blank); ~~or have demonstrated proficiency in~~
18 ~~the English language by either passing the English~~
19 ~~language proficiency test required by the State Board~~
20 ~~of Education or providing evidence of completing a~~
21 ~~postsecondary degree at an institution in which the~~
22 ~~mode of instruction was English; or~~

23 (2) the applicant must:

24 (A) have completed a state-approved program for
25 the licensure area sought, including coursework
26 concerning methods of instruction of the exceptional

1 child, methods of reading and reading in the content
2 area, and instructional strategies for English
3 learners;

4 (B) have a bachelor's degree from a regionally
5 accredited institution of higher education;

6 (C) have successfully met all Illinois examination
7 requirements, except that:

8 (i) (blank);

9 (ii) an applicant who has successfully
10 completed a test of content, as defined by rules,
11 at the time of initial licensure in another state
12 is not required to complete a test of content; and

13 (iii) an applicant for a teaching endorsement
14 who has successfully completed an evidence-based
15 assessment of teacher effectiveness, as defined by
16 rules, at the time of initial licensure in another
17 state is not required to complete an
18 evidence-based assessment of teacher
19 effectiveness; and

20 (D) for an applicant for a teaching endorsement,
21 have completed student teaching or an equivalent
22 experience or, for an applicant for a school service
23 personnel endorsement, have completed an internship or
24 an equivalent experience.

25 (b) In order to receive a Professional Educator License
26 endorsed in a teaching field or school support personnel area,

1 applicants trained in another country must meet all of the
2 following requirements:

3 (1) Have completed a comparable education program in
4 another country.

5 (2) Have had transcripts evaluated by an evaluation
6 service approved by the State Superintendent of Education.

7 (3) Have a degree comparable to a degree from a
8 regionally accredited institution of higher education.

9 (4) Have completed coursework aligned to standards
10 concerning methods of instruction of the exceptional
11 child, methods of reading and reading in the content area,
12 and instructional strategies for English learners.

13 (5) (Blank).

14 (6) (Blank).

15 (7) Have successfully met all State licensure
16 examination requirements. Applicants who have successfully
17 completed a test of content, as defined by rules, at the
18 time of initial licensure in another country shall not be
19 required to complete a test of content. Applicants for a
20 teaching endorsement who have successfully completed an
21 evidence-based assessment of teacher effectiveness, as
22 defined by rules, at the time of initial licensure in
23 another country shall not be required to complete an
24 evidence-based assessment of teacher effectiveness.

25 (8) Have completed student teaching or an equivalent
26 experience.

1 (9) (Blank). ~~Have demonstrated proficiency in the~~
2 ~~English language by either passing the English language~~
3 ~~proficiency test required by the State Board of Education~~
4 ~~or providing evidence of completing a postsecondary degree~~
5 ~~at an institution in which the mode of instruction was~~
6 ~~English.~~

7 (b-5) All applicants who have not been entitled by an
8 Illinois-approved educator preparation program at an Illinois
9 institution of higher education and applicants trained in
10 another country applying for a Professional Educator License
11 endorsed for principal or superintendent must hold a master's
12 degree from a regionally accredited institution of higher
13 education, ~~pass the English language proficiency test required~~
14 ~~by the State Board of Education,~~ and hold a comparable and
15 valid educator license or certificate with similar grade level
16 and subject matter credentials, with the State Board of
17 Education having the authority to determine what constitutes
18 similar grade level and subject matter credentials from
19 another state, or must meet all of the following requirements:

20 (1) Have completed an educator preparation program
21 approved by another state or comparable educator program
22 in another country leading to the receipt of a license or
23 certificate for the Illinois endorsement sought.

24 (2) Have successfully met all State licensure
25 examination requirements, as required by Section 21B-30 of
26 this Code. Applicants who have successfully completed a

1 test of content, as defined by rules, at the time of
2 initial licensure in another state or country shall not be
3 required to complete a test of content.

4 (2.5) Have completed an internship, as defined by
5 rule.

6 (3) (Blank).

7 (4) Have completed coursework aligned to standards
8 concerning methods of instruction of the exceptional
9 child, methods of reading and reading in the content area,
10 and instructional strategies for English learners.

11 (4.5) (Blank). ~~Have demonstrated proficiency in the~~
12 ~~English language by either passing the English language~~
13 ~~proficiency test required by the State Board of Education~~
14 ~~or providing evidence of completing a postsecondary degree~~
15 ~~at an institution in which the mode of instruction was~~
16 ~~English.~~

17 (5) Have completed a master's degree.

18 (6) Have successfully completed teaching, school
19 support, or administrative experience as defined by rule.

20 (b-7) All applicants who have not been entitled by an
21 Illinois-approved educator preparation program at an Illinois
22 institution of higher education applying for a Professional
23 Educator License endorsed for Director of Special Education
24 must hold a master's degree from a regionally accredited
25 institution of higher education and must hold a comparable and
26 valid educator license or certificate with similar grade level

1 and subject matter credentials, with the State Board of
2 Education having the authority to determine what constitutes
3 similar grade level and subject matter credentials from
4 another state, or must meet all of the following requirements:

5 (1) Have completed a master's degree.

6 (2) Have 2 years of full-time experience providing
7 special education services.

8 (3) Have successfully completed all examination
9 requirements, as required by Section 21B-30 of this Code.

10 Applicants who have successfully completed a test of
11 content, as identified by rules, at the time of initial
12 licensure in another state or country shall not be
13 required to complete a test of content.

14 (4) Have completed coursework aligned to standards
15 concerning methods of instruction of the exceptional
16 child, methods of reading and reading in the content area,
17 and instructional strategies for English learners.

18 (b-10) All applicants who have not been entitled by an
19 Illinois-approved educator preparation program at an Illinois
20 institution of higher education applying for a Professional
21 Educator License endorsed for chief school business official
22 must hold a master's degree from a regionally accredited
23 institution of higher education and must hold a comparable and
24 valid educator license or certificate with similar grade level
25 and subject matter credentials, with the State Board of
26 Education having the authority to determine what constitutes

1 similar grade level and subject matter credentials from
2 another state, or must meet all of the following requirements:

3 (1) Have completed a master's degree in school
4 business management, finance, or accounting.

5 (2) Have successfully completed an internship in
6 school business management or have 2 years of experience
7 as a school business administrator.

8 (3) Have successfully met all State examination
9 requirements, as required by Section 21B-30 of this Code.
10 Applicants who have successfully completed a test of
11 content, as identified by rules, at the time of initial
12 licensure in another state or country shall not be
13 required to complete a test of content.

14 (4) Have completed modules aligned to standards
15 concerning methods of instruction of the exceptional
16 child, methods of reading and reading in the content area,
17 and instructional strategies for English learners.

18 (c) The State Board of Education, in consultation with the
19 State Educator Preparation and Licensure Board, may adopt such
20 rules as may be necessary to implement this Section.

21 (Source: P.A. 100-13, eff. 7-1-17; 100-584, eff. 4-6-18;
22 100-596, eff. 7-1-18; 101-220, eff. 8-7-19; 101-643, eff.
23 6-18-20.)

24 (105 ILCS 5/26-19)

25 Sec. 26-19. Chronic absenteeism in preschool children.

1 (a) In this Section, "chronic absence" has the meaning
2 ascribed to that term in Section 26-18 of this Code.

3 (b) The General Assembly makes all of the following
4 findings:

5 (1) The early years are an extremely important period
6 in a child's learning and development.

7 (2) Missed learning opportunities in the early years
8 make it difficult for a child to enter kindergarten ready
9 for success.

10 (3) Attendance patterns in the early years serve as
11 predictors of chronic absenteeism and reduced educational
12 outcomes in later school years. Therefore, it is crucial
13 that the implications of chronic absence be understood and
14 reviewed regularly under the Preschool for All Program and
15 Preschool for All Expansion Program ~~in all publicly funded~~
16 ~~early childhood programs receiving State funds~~ under
17 Section 2-3.71 of this Code.

18 (c) The Preschool for All Program and Preschool for All
19 Expansion Program ~~Beginning July 1, 2019, any publicly funded~~
20 ~~early childhood program receiving State funds~~ under Section
21 2-3.71 of this Code shall collect and review its chronic
22 absence data and determine what support and resources are
23 needed to positively engage chronically absent students and
24 their families to encourage the habit of daily attendance and
25 promote success.

26 (d) The Preschool for All Program and Preschool for All

1 ~~Expansion Program~~ ~~Publicly funded early childhood programs~~
2 ~~receiving State funds~~ under Section 2-3.71 of this Code are
3 encouraged to do all of the following:

4 (1) Provide support to students who are at risk of
5 reaching or exceeding chronic absence levels.

6 (2) Make resources available to families, such as
7 those available through the State Board of Education's
8 Family Engagement Framework, to support and encourage
9 families to ensure their children's daily program
10 attendance.

11 (3) Include information about chronic absenteeism as
12 part of their preschool to kindergarten transition
13 resources.

14 (e) On or before July 1, 2020, and annually thereafter,
15 the Preschool for All Program and Preschool for All Expansion
16 Program ~~an early childhood program~~ shall report all data
17 collected under subsection (c) of this Section to the State
18 Board of Education, which shall make the report publicly
19 available via the Illinois Early Childhood Asset Map Internet
20 website and the Preschool for All Program or Preschool for All
21 Expansion Program triennial report.

22 (Source: P.A. 100-819, eff. 7-1-19.)

23 (105 ILCS 5/27-6.5)

24 Sec. 27-6.5. Physical fitness assessments in schools.

25 (a) As used in this Section, "physical fitness assessment"

1 means a series of assessments to measure aerobic capacity,
2 body composition, muscular strength, muscular endurance, and
3 flexibility.

4 (b) To measure the effectiveness of State Goal 20 of the
5 Illinois Learning Standards for Physical Development and
6 Health, beginning with the 2016-2017 school year and every
7 school year thereafter, the State Board of Education shall
8 require all public schools to use a scientifically-based,
9 health-related physical fitness assessment for grades 3
10 through 12 and periodically report fitness information to the
11 State Board of Education, as set forth in subsections (c) and
12 (e) of this Section, to assess student fitness indicators.

13 Public schools shall integrate health-related fitness
14 testing into the curriculum as an instructional tool, except
15 in grades before the 3rd grade. Fitness tests must be
16 appropriate to students' developmental levels and physical
17 abilities. The testing must be used to teach students how to
18 assess their fitness levels, set goals for improvement, and
19 monitor progress in reaching their goals. Fitness scores shall
20 not be used for grading students or evaluating teachers.

21 (c) (Blank). ~~On or before October 1, 2014, the State~~
22 ~~Superintendent of Education shall appoint a 15 member~~
23 ~~stakeholder and expert task force, including members~~
24 ~~representing organizations that represent physical education~~
25 ~~teachers, school officials, principals, health promotion and~~
26 ~~disease prevention advocates and experts, school health~~

1 ~~advocates and experts, and other experts with operational and~~
2 ~~academic expertise in the measurement of fitness. The task~~
3 ~~force shall make recommendations to the State Board of~~
4 ~~Education on the following:~~

5 ~~(1) methods for ensuring the validity and uniformity~~
6 ~~of reported physical fitness assessment scores, including~~
7 ~~assessment administration protocols and professional~~
8 ~~development approaches for physical education teachers;~~

9 ~~(2) how often physical fitness assessment scores~~
10 ~~should be reported to the State Board of Education;~~

11 ~~(3) the grade levels within elementary, middle, and~~
12 ~~high school categories for which physical fitness~~
13 ~~assessment scores should be reported to the State Board of~~
14 ~~Education;~~

15 ~~(4) the minimum fitness indicators that should be~~
16 ~~reported to the State Board of Education, including, but~~
17 ~~not limited to, a score for aerobic capacity (for grades 4~~
18 ~~through 12); muscular strength; endurance; and~~
19 ~~flexibility;~~

20 ~~(5) the demographic information that should accompany~~
21 ~~the scores, including, but not limited to, grade and~~
22 ~~gender;~~

23 ~~(6) the development of protocols regarding the~~
24 ~~protection of students' confidentiality and individual~~
25 ~~information and identifiers; and~~

26 ~~(7) how physical fitness assessment data should be~~

1 ~~reported by the State Board of Education to the public,~~
2 ~~including potential correlations with student academic~~
3 ~~achievement, attendance, and discipline data and other~~
4 ~~recommended uses of the reported data.~~

5 ~~The State Board of Education shall provide administrative~~
6 ~~and other support to the task force.~~

7 ~~The task force shall submit its recommendations on~~
8 ~~physical fitness assessments on or before April 1, 2015. The~~
9 ~~task force may also recommend methods for assessing student~~
10 ~~progress on State Goals 19 and 21 through 24 of the Illinois~~
11 ~~Learning Standards for Physical Development and Health. The~~
12 ~~task force is dissolved on April 30, 2015.~~

13 ~~The provisions of this subsection (c), other than this~~
14 ~~sentence, are inoperative after March 31, 2016.~~

15 (d) The State Board of Education must ~~On or before~~
16 ~~December 31, 2015, the State Board of Education shall use the~~
17 ~~recommendations of the task force under subsection (c) of this~~
18 ~~Section to~~ adopt rules for the implementation of physical
19 fitness assessments under this Section by each public school
20 ~~for the 2016-2017 school year and every school year~~
21 ~~thereafter~~. The requirements of this Section do not apply if
22 the Governor has declared a disaster due to a public health
23 emergency pursuant to Section 7 of the Illinois Emergency
24 Management Agency Act.

25 (e) The ~~On or before September 1, 2016,~~ the State Board of
26 Education shall adopt rules for data submission by school

1 districts and develop a system for collecting and reporting
2 the aggregated fitness information from the physical fitness
3 assessments. This system shall also support the collection of
4 data from school districts that use a fitness testing software
5 program.

6 (f) School districts may report the aggregate findings of
7 physical fitness assessments by grade level and school to
8 parents and members of the community through typical
9 communication channels, such as Internet websites, school
10 newsletters, school board reports, and presentations.
11 Districts may also provide individual fitness assessment
12 reports to students' parents.

13 (g) Nothing in this Section precludes schools from
14 implementing a physical fitness assessment before the
15 2016-2017 school year or from implementing more robust forms
16 of a physical fitness assessment.

17 (Source: P.A. 101-643, eff. 6-18-20.)

18 (105 ILCS 5/29-5) (from Ch. 122, par. 29-5)

19 Sec. 29-5. Reimbursement by State for transportation. Any
20 school district, maintaining a school, transporting resident
21 pupils to another school district's vocational program,
22 offered through a joint agreement approved by the State Board
23 of Education, as provided in Section 10-22.22 or transporting
24 its resident pupils to a school which meets the standards for
25 recognition as established by the State Board of Education

1 which provides transportation meeting the standards of safety,
2 comfort, convenience, efficiency and operation prescribed by
3 the State Board of Education for resident pupils in
4 kindergarten or any of grades 1 through 12 who: (a) reside at
5 least 1 1/2 miles as measured by the customary route of travel,
6 from the school attended; or (b) reside in areas where
7 conditions are such that walking constitutes a hazard to the
8 safety of the child when determined under Section 29-3; and
9 (c) are transported to the school attended from pick-up points
10 at the beginning of the school day and back again at the close
11 of the school day or transported to and from their assigned
12 attendance centers during the school day, shall be reimbursed
13 by the State as hereinafter provided in this Section.

14 The State will pay the prorated allowable cost of
15 transporting eligible pupils less the real equalized assessed
16 valuation as computed under paragraph (3) of subsection (d) of
17 Section 18-8.15 ~~prior year assessed valuation~~ in a dual school
18 district maintaining secondary grades 9 to 12 inclusive times
19 a qualifying rate of .05%; in elementary school districts
20 maintaining grades K to 8 times a qualifying rate of .06%; and
21 in unit districts maintaining grades K to 12, including
22 partial elementary unit districts formed pursuant to Article
23 11E ~~optional elementary unit districts and combined high~~
24 ~~school unit districts~~, times a qualifying rate of .07%~~+~~
25 ~~provided that for optional elementary unit districts and~~
26 ~~combined high school unit districts, prior year assessed~~

1 ~~valuation for high school purposes, as defined in Article 11E~~
2 ~~of this Code, must be used.~~ To be eligible to receive
3 reimbursement in excess of 4/5 of the cost to transport
4 eligible pupils, a school district or partial elementary unit
5 district formed pursuant to Article 11E shall have a
6 Transportation Fund tax rate of at least .12%. The
7 Transportation Fund tax rate for a partial elementary unit
8 district formed pursuant Article 11E shall be the combined
9 elementary and high school rates pursuant to paragraph (4) of
10 subsection (a) of Section 18-8.15. If a school district or
11 partial elementary unit district formed pursuant to Article
12 11E does not have a .12% Transportation Fund tax rate, the
13 amount of its claim in excess of 4/5 of the cost of
14 transporting pupils shall be reduced by the sum arrived at by
15 subtracting the Transportation Fund tax rate from .12% and
16 multiplying that amount by the district's real equalized
17 assessed valuation as computed under paragraph (3) of
18 subsection (d) of Section 18-8.15 ~~prior year equalized or~~
19 ~~assessed valuation,~~ provided, that in no case shall said
20 reduction result in reimbursement of less than 4/5 of the cost
21 to transport eligible pupils.

22 The minimum amount to be received by a district is \$16
23 times the number of eligible pupils transported.

24 When calculating the reimbursement for transportation
25 costs, the State Board of Education may not deduct the number
26 of pupils enrolled in early education programs from the number

1 of pupils eligible for reimbursement if the pupils enrolled in
2 the early education programs are transported at the same time
3 as other eligible pupils.

4 Any such district transporting resident pupils during the
5 school day to an area vocational school or another school
6 district's vocational program more than 1 1/2 miles from the
7 school attended, as provided in Sections 10-22.20a and
8 10-22.22, shall be reimbursed by the State for 4/5 of the cost
9 of transporting eligible pupils.

10 School day means that period of time during which the
11 pupil is required to be in attendance for instructional
12 purposes.

13 If a pupil is at a location within the school district
14 other than his residence for child care purposes at the time
15 for transportation to school, that location may be considered
16 for purposes of determining the 1 1/2 miles from the school
17 attended.

18 Claims for reimbursement that include children who attend
19 any school other than a public school shall show the number of
20 such children transported.

21 Claims for reimbursement under this Section shall not be
22 paid for the transportation of pupils for whom transportation
23 costs are claimed for payment under other Sections of this
24 Act.

25 The allowable direct cost of transporting pupils for
26 regular, vocational, and special education pupil

1 transportation shall be limited to the sum of the cost of
2 physical examinations required for employment as a school bus
3 driver; the salaries of full-time or part-time drivers and
4 school bus maintenance personnel; employee benefits excluding
5 Illinois municipal retirement payments, social security
6 payments, unemployment insurance payments and workers'
7 compensation insurance premiums; expenditures to independent
8 carriers who operate school buses; payments to other school
9 districts for pupil transportation services; pre-approved
10 contractual expenditures for computerized bus scheduling;
11 expenditures for housing assistance and homeless prevention
12 under Sections 1-17 and 1-18 of the Education for Homeless
13 Children Act that are not in excess of the school district's
14 actual costs for providing transportation services and are not
15 otherwise claimed in another State or federal grant that
16 permits those costs to a parent, a legal guardian, any other
17 person who enrolled a pupil, or a homeless assistance agency
18 that is part of the federal McKinney-Vento Homeless Assistance
19 Act's continuum of care for the area in which the district is
20 located; the cost of gasoline, oil, tires, and other supplies
21 necessary for the operation of school buses; the cost of
22 converting buses' gasoline engines to more fuel efficient
23 engines or to engines which use alternative energy sources;
24 the cost of travel to meetings and workshops conducted by the
25 regional superintendent or the State Superintendent of
26 Education pursuant to the standards established by the

1 Secretary of State under Section 6-106 of the Illinois Vehicle
2 Code to improve the driving skills of school bus drivers; the
3 cost of maintenance of school buses including parts and
4 materials used; expenditures for leasing transportation
5 vehicles, except interest and service charges; the cost of
6 insurance and licenses for transportation vehicles;
7 expenditures for the rental of transportation equipment; plus
8 a depreciation allowance of 20% for 5 years for school buses
9 and vehicles approved for transporting pupils to and from
10 school and a depreciation allowance of 10% for 10 years for
11 other transportation equipment so used. Each school year, if a
12 school district has made expenditures to the Regional
13 Transportation Authority or any of its service boards, a mass
14 transit district, or an urban transportation district under an
15 intergovernmental agreement with the district to provide for
16 the transportation of pupils and if the public transit carrier
17 received direct payment for services or passes from a school
18 district within its service area during the 2000-2001 school
19 year, then the allowable direct cost of transporting pupils
20 for regular, vocational, and special education pupil
21 transportation shall also include the expenditures that the
22 district has made to the public transit carrier. In addition
23 to the above allowable costs school districts shall also claim
24 all transportation supervisory salary costs, including
25 Illinois municipal retirement payments, and all transportation
26 related building and building maintenance costs without

1 limitation.

2 Special education allowable costs shall also include
3 expenditures for the salaries of attendants or aides for that
4 portion of the time they assist special education pupils while
5 in transit and expenditures for parents and public carriers
6 for transporting special education pupils when pre-approved by
7 the State Superintendent of Education.

8 Indirect costs shall be included in the reimbursement
9 claim for districts which own and operate their own school
10 buses. Such indirect costs shall include administrative costs,
11 or any costs attributable to transporting pupils from their
12 attendance centers to another school building for
13 instructional purposes. No school district which owns and
14 operates its own school buses may claim reimbursement for
15 indirect costs which exceed 5% of the total allowable direct
16 costs for pupil transportation.

17 The State Board of Education shall prescribe uniform
18 regulations for determining the above standards and shall
19 prescribe forms of cost accounting and standards of
20 determining reasonable depreciation. Such depreciation shall
21 include the cost of equipping school buses with the safety
22 features required by law or by the rules, regulations and
23 standards promulgated by the State Board of Education, and the
24 Department of Transportation for the safety and construction
25 of school buses provided, however, any equipment cost
26 reimbursed by the Department of Transportation for equipping

1 school buses with such safety equipment shall be deducted from
2 the allowable cost in the computation of reimbursement under
3 this Section in the same percentage as the cost of the
4 equipment is depreciated.

5 On or before August 15, annually, the chief school
6 administrator for the district shall certify to the State
7 Superintendent of Education the district's claim for
8 reimbursement for the school year ending on June 30 next
9 preceding. The State Superintendent of Education shall check
10 and approve the claims and prepare the vouchers showing the
11 amounts due for district reimbursement claims. Each fiscal
12 year, the State Superintendent of Education shall prepare and
13 transmit the first 3 vouchers to the Comptroller on the 30th
14 day of September, December and March, respectively, and the
15 final voucher, no later than June 20.

16 If the amount appropriated for transportation
17 reimbursement is insufficient to fund total claims for any
18 fiscal year, the State Board of Education shall reduce each
19 school district's allowable costs and flat grant amount
20 proportionately to make total adjusted claims equal the total
21 amount appropriated.

22 For purposes of calculating claims for reimbursement under
23 this Section for any school year beginning July 1, 2016, the
24 equalized assessed valuation for a school district or partial
25 elementary unit district formed pursuant to Article 11E used
26 to compute reimbursement shall be the real equalized assessed

1 valuation as computed under paragraph (3) of subsection (d) of
2 Section 18-8.15. ~~For purposes of calculating claims for~~
3 ~~reimbursement under this Section for any school year beginning~~
4 ~~July 1, 1998, or thereafter, the equalized assessed valuation~~
5 ~~for a school district used to compute reimbursement shall be~~
6 ~~computed in the same manner as it is computed under paragraph~~
7 ~~(2) of subsection (C) of Section 18-8.05.~~

8 All reimbursements received from the State shall be
9 deposited into the district's transportation fund or into the
10 fund from which the allowable expenditures were made.

11 Notwithstanding any other provision of law, any school
12 district receiving a payment under this Section or under
13 Section 14-7.02, 14-7.02b, or 14-13.01 of this Code may
14 classify all or a portion of the funds that it receives in a
15 particular fiscal year or from ~~general~~ State aid pursuant to
16 Section 18-8.15 ~~18-8.05~~ of this Code as funds received in
17 connection with any funding program for which it is entitled
18 to receive funds from the State in that fiscal year
19 (including, without limitation, any funding program referenced
20 in this Section), regardless of the source or timing of the
21 receipt. The district may not classify more funds as funds
22 received in connection with the funding program than the
23 district is entitled to receive in that fiscal year for that
24 program. Any classification by a district must be made by a
25 resolution of its board of education. The resolution must
26 identify the amount of any payments or general State aid to be

1 classified under this paragraph and must specify the funding
2 program to which the funds are to be treated as received in
3 connection therewith. This resolution is controlling as to the
4 classification of funds referenced therein. A certified copy
5 of the resolution must be sent to the State Superintendent of
6 Education. The resolution shall still take effect even though
7 a copy of the resolution has not been sent to the State
8 Superintendent of Education in a timely manner. No
9 classification under this paragraph by a district shall affect
10 the total amount or timing of money the district is entitled to
11 receive under this Code. No classification under this
12 paragraph by a district shall in any way relieve the district
13 from or affect any requirements that otherwise would apply
14 with respect to that funding program, including any accounting
15 of funds by source, reporting expenditures by original source
16 and purpose, reporting requirements, or requirements of
17 providing services.

18 Any school district with a population of not more than
19 500,000 must deposit all funds received under this Article
20 into the transportation fund and use those funds for the
21 provision of transportation services.

22 (Source: P.A. 100-332, eff. 8-25-17; 100-465, eff. 8-31-17;
23 100-863, eff. 8-14-18.)

24 (105 ILCS 5/34-18.43)

25 Sec. 34-18.43. Establishing an equitable and effective

1 school facility development process.

2 (a) The General Assembly finds all of the following:

3 (1) The Illinois Constitution recognizes that a
4 "fundamental goal of the People of the State is the
5 educational development of all persons to the limits of
6 their capacities".

7 (2) Quality educational facilities are essential for
8 fostering the maximum educational development of all
9 persons through their educational experience from
10 pre-kindergarten through high school.

11 (3) The public school is a major institution in our
12 communities. Public schools offer resources and
13 opportunities for the children of this State who seek and
14 deserve quality education, but also benefit the entire
15 community that seeks improvement through access to
16 education.

17 (4) The equitable and efficient use of available
18 facilities-related resources among different schools and
19 among racial, ethnic, income, and disability groups is
20 essential to maximize the development of quality public
21 educational facilities for all children, youth, and
22 adults. The factors that impact the equitable and
23 efficient use of facility-related resources vary according
24 to the needs of each school community. Therefore,
25 decisions that impact school facilities should include the
26 input of the school community to the greatest extent

1 possible.

2 (5) School openings, school closings, school
3 consolidations, school turnarounds, school phase-outs,
4 school construction, school repairs, school
5 modernizations, school boundary changes, and other related
6 school facility decisions often have a profound impact on
7 education in a community. In order to minimize the
8 negative impact of school facility decisions on the
9 community, these decisions should be implemented according
10 to a clear system-wide criteria and with the significant
11 involvement of local school councils, parents, educators,
12 and the community in decision-making.

13 (6) The General Assembly has previously stated that it
14 intended to make the individual school in the City of
15 Chicago the essential unit for educational governance and
16 improvement and to place the primary responsibility for
17 school governance and improvement in the hands of parents,
18 teachers, and community residents at each school. A school
19 facility policy must be consistent with these principles.

20 (b) In order to ensure that school facility-related
21 decisions are made with the input of the community and reflect
22 educationally sound and fiscally responsible criteria, a
23 Chicago Educational Facilities Task Force shall be established
24 within 15 days after the effective date of this amendatory Act
25 of the 96th General Assembly.

26 (c) The Chicago Educational Facilities Task Force shall

1 consist of all of the following members:

2 (1) Two members of the House of Representatives
3 appointed by the Speaker of the House, at least one of whom
4 shall be a member of the Elementary & Secondary Education
5 Committee.

6 (2) Two members of the House of Representatives
7 appointed by the Minority Leader of the House, at least
8 one of whom shall be a member of the Elementary & Secondary
9 Education Committee.

10 (3) Two members of the Senate appointed by the
11 President of the Senate, at least one of whom shall be a
12 member of the Education Committee.

13 (4) Two members of the Senate appointed by the
14 Minority Leader of the Senate, at least one of whom shall
15 be a member of the Education Committee.

16 (5) Two representatives of school community
17 organizations with past involvement in school facility
18 issues appointed by the Speaker of the House.

19 (6) Two representatives of school community
20 organizations with past involvement in school facility
21 issues appointed by the President of the Senate.

22 (7) The chief executive officer of the school district
23 or his or her designee.

24 (8) The president of the union representing teachers
25 in the schools of the district or his or her designee.

26 (9) The president of the association representing

1 principals in the schools of the district or his or her
2 designee.

3 (d) The Speaker of the House shall appoint one of the
4 appointed House members as a co-chairperson of the Chicago
5 Educational Facilities Task Force. The President of the Senate
6 shall appoint one of the appointed Senate members as a
7 co-chairperson of the Chicago Educational Facilities Task
8 Force. Members appointed by the legislative leaders shall be
9 appointed for the duration of the Chicago Educational
10 Facilities Task Force; in the event of a vacancy, the
11 appointment to fill the vacancy shall be made by the
12 legislative leader of the same chamber and party as the leader
13 who made the original appointment.

14 (e) The Chicago Educational Facilities Task Force shall
15 call on independent experts, as needed, to gather and analyze
16 pertinent information on a pro bono basis, provided that these
17 experts have no previous or on-going financial interest in
18 school facility issues related to the school district. The
19 Chicago Educational Facilities Task Force shall secure pro
20 bono expert assistance within 15 days after the establishment
21 of the Chicago Educational Facilities Task Force.

22 (f) The Chicago Educational Facilities Task Force shall be
23 empowered to gather further evidence in the form of testimony
24 or documents or other materials.

25 (g) The Chicago Educational Facilities Task Force, with
26 the help of the independent experts, shall analyze past

1 Chicago experiences and data with respect to school openings,
2 school closings, school consolidations, school turnarounds,
3 school phase-outs, school construction, school repairs, school
4 modernizations, school boundary changes, and other related
5 school facility decisions on students. The Chicago Educational
6 Facilities Task Force shall consult widely with stakeholders,
7 including public officials, about these facility issues and
8 their related costs and shall examine relevant best practices
9 from other school systems for dealing with these issues
10 systematically and equitably. These initial investigations
11 shall include opportunities for input from local stakeholders
12 through hearings, focus groups, and interviews.

13 (h) The Chicago Educational Facilities Task Force shall
14 prepare recommendations describing how the issues set forth in
15 subsection (g) of this Section can be addressed effectively
16 based upon educationally sound and fiscally responsible
17 practices.

18 (i) The Chicago Educational Facilities Task Force shall
19 hold hearings in separate areas of the school district at
20 times that shall maximize school community participation to
21 obtain comments on draft recommendations. The final hearing
22 shall take place no later than 15 days prior to the completion
23 of the final recommendations.

24 (j) The Chicago Educational Facilities Task Force shall
25 prepare final proposed policy and legislative recommendations
26 for the General Assembly, the Governor, and the school

1 district. The recommendations may address issues, standards,
2 and procedures set forth in this Section. The final
3 recommendations shall be made available to the public through
4 posting on the school district's Internet website and other
5 forms of publication and distribution in the school district
6 at least 7 days before the recommendations are submitted to
7 the General Assembly, the Governor, and the school district.

8 (k) The recommendations may address issues of system-wide
9 criteria for ensuring clear priorities, equity, and
10 efficiency.

11 Without limitation, the final recommendations may propose
12 significant decision-making roles for key stakeholders,
13 including the individual school and community; recommend clear
14 criteria or processes for establishing criteria for making
15 school facility decisions; and include clear criteria for
16 setting priorities with respect to school openings, school
17 closings, school consolidations, school turnarounds, school
18 phase-outs, school construction, school repairs, school
19 modernizations, school boundary changes, and other related
20 school facility decisions, including the encouragement of
21 multiple community uses for school space.

22 Without limitation, the recommendations may propose
23 criteria for student mobility; the transferring of students to
24 lower performing schools; teacher mobility; insufficient
25 notice to and the lack of inclusion in decision-making of
26 local school councils, parents, and community members about

1 school facility decisions; and costly facilities-related
2 expenditures due to poor educational and facilities planning.

3 (l) The State Board of Education and the school district
4 shall provide administrative support to the Chicago
5 Educational Facilities Task Force.

6 (m) After recommendations have been issued, the Chicago
7 Educational Facilities Task Force shall meet ~~at least once~~
8 ~~annually,~~ upon the call of the chairs, for the purpose of
9 reviewing Chicago public schools' compliance with the
10 provisions of Sections 34-200 through 34-235 of this Code
11 concerning school action and facility master planning. The
12 Task Force shall prepare a report to the General Assembly, the
13 Governor's Office, the Mayor of the City of Chicago, and the
14 Chicago Board of Education indicating how the district has met
15 the requirements of the provisions of Sections 34-200 through
16 34-235 of this Code concerning school action and facility
17 master planning.

18 (Source: P.A. 96-803, eff. 10-30-09; 97-333, eff. 8-12-11;
19 97-473, eff. 1-1-12; 97-474, eff. 8-22-11.)

20 (105 ILCS 5/2-3.11 rep.)

21 Section 15. The School Code is amended by repealing
22 Section 2-3.11.

23 Section 99. Effective date. This Act takes effect upon
24 becoming law.