



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

SB3851

Introduced 1/21/2022, by Sen. Laura M. Murphy

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.11e new
105 ILCS 5/2-3.25

from Ch. 122, par. 2-3.25

Provides that the Act may be referred to as the Supporting Special Needs Students Act. Amends the School Code. When computing certain completion rates, requires the State Superintendent of Education to exclude students who: are at least 18 years of age as of September 1 of the school year as reported for the fall semester and have satisfied the credit requirements for high school graduation; have not completed their individualized education program; and are enrolled and receiving individualized education program services. Provides that, beginning with the 2025-2026 school year, in high school districts in counties with populations greater than 800,000 but less than 4,000,000 where there are 2 high schools individually serving grades 9 through 12 and where enrollment is less than 2,500 at any school, enrollment shall be balanced across high schools within the district equally, not to exceed a 15% enrollment difference when averaged over the previous 3 consecutive years.

LRB102 23655 CMG 32837 b

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 1. This Act may be referred to as the Supporting
5 Special Needs Students Act.

6 Section 5. The School Code is amended by adding Sections
7 2-3.11e and 2-3.25 as follows:

8 (105 ILCS 5/2-3.11e new)

9 Sec. 2-3.11e. Adult students receiving special education
10 services; computation of completion rates. Relating to the
11 exclusion of certain adult students receiving special
12 education services from computation of completion rates for
13 purposes of public school accountability, when computing
14 completion rates under Section 10-17a, the State
15 Superintendent of Education shall exclude students who:

16 (1) are at least 18 years of age as of September 1 of
17 the school year as reported for the fall semester and have
18 satisfied the credit requirements for high school
19 graduation;

20 (2) have not completed their individualized education
21 program in accordance with Section 14-1.02 of this Code
22 and the Individuals with Disabilities Education Act (20

1 U.S.C. Section 1400 et seq.); and

2 (3) are enrolled and receiving individualized
3 education program services.

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

5 Sec. 2-3.25. Standards for schools.

6 (a) To determine for all types of schools conducted under
7 this Act efficient and adequate standards for the physical
8 plant, heating, lighting, ventilation, sanitation, safety,
9 equipment and supplies, instruction and teaching, curriculum,
10 library, operation, maintenance, administration and
11 supervision, and to issue, refuse to issue or revoke
12 certificates of recognition for schools or school districts
13 pursuant to standards established hereunder; to determine and
14 establish efficient and adequate standards for approval of
15 credit for courses given and conducted by schools outside of
16 the regular school term.

17 (a-5) On or before July 1, 2021, the State Board of
18 Education must adopt revised social science learning standards
19 that are inclusive and reflective of all individuals in this
20 country.

21 (b) Whenever it appears that a secondary or unit school
22 district may be unable to offer courses enabling students in
23 grades 9 through 12 to meet the minimum preparation and
24 admission requirements for public colleges and universities
25 adopted by the Board of Higher Education, the State Board of

1 Education shall assist the district in reviewing and analyzing
2 its existing curriculum with particular reference to the
3 educational needs of all pupils of the district and the
4 sufficiency of existing and future revenues and payments
5 available to the district for development of a curriculum
6 which will provide maximum educational opportunity to pupils
7 of the district. The review and analysis may consider
8 achievement of this goal not only through implementation of
9 traditional classroom methods but also through development of
10 and participation in joint educational programs with other
11 school districts or institutions of higher education, or
12 alternative programs employing modern technological methods
13 including but not limited to the use of television,
14 telephones, computers, radio and other electronic devices.

15 Beginning with the 2025-2026 school year, in high school
16 districts in counties with populations greater than 800,000
17 but less than 4,000,000 where there are 2 high schools
18 individually serving grades 9 through 12 and where enrollment
19 is less than 2,500 at any school, enrollment shall be balanced
20 across high schools within the district equally, not to exceed
21 a 15% enrollment difference when averaged over the previous 3
22 consecutive years.

23 (Source: P.A. 101-654, eff. 3-8-21.)