

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by changing Sections  
5 2-3.47a, 2-3.66, 2-3.170, 10-17a, 10-20.12a, 10-20.17a,  
6 10-20.56, 10-22.24b, 10-27.1A, 10-27.1B, 13A-8, 13B-45,  
7 13B-50, 13B-50.10, 13B-50.15, 18-8.15, 21B-45, 21B-50, 26-2,  
8 27-22.2, and 34-8.05 as follows:

9 (105 ILCS 5/2-3.47a)

10 Sec. 2-3.47a. Strategic plan.

11 (a) The State Board of Education shall develop and  
12 maintain a continuing comprehensive strategic plan for  
13 elementary and secondary education. The strategic plan shall  
14 address how the State Board of Education will focus its  
15 efforts to increase equity in all Illinois schools and shall  
16 include, without limitation, all of the following topic areas:

17 (1) Service and support to school districts to improve  
18 student performance.

19 (2) Programs to improve equitable and strategic  
20 resource allocation in all schools.

21 (3) Efforts to enhance the social-emotional well-being  
22 of Illinois students.

23 (4) (Blank).

1 (5) (Blank).

2 (6) (Blank).

3 (7) (Blank).

4 (8) (Blank).

5 (9) (Blank).

6 (10) (Blank).

7 (11) (Blank).

8 (12) (Blank).

9 (13) (Blank).

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

12 (15) (Blank).

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

16 (b) To meet the requirements of this Section, the State  
17 Board of Education shall issue to the Governor and General  
18 Assembly a preliminary report within 6 months after the  
19 effective date of this amendatory Act of the 93rd General  
20 Assembly and a final 5-year strategic plan within one year  
21 after the effective date of this amendatory Act of the 93rd  
22 General Assembly. Thereafter, the State Board shall annually  
23 review the strategic plan and, if necessary, update its  
24 contents. The State Board shall provide updates regarding the  
25 topic areas contained in the strategic plan and any updates to  
26 its contents, if applicable, shall be updated and issued to

1 the Governor and General Assembly on or before July 1 of each  
2 year.

3 (Source: P.A. 102-539, eff. 8-20-21.)

4 (105 ILCS 5/2-3.66) (from Ch. 122, par. 2-3.66)

5 Sec. 2-3.66. Truants' alternative and optional education  
6 programs. To establish projects to offer modified  
7 instructional programs or other services designed to prevent  
8 students from dropping out of school, including programs  
9 pursuant to Section 2-3.41, and to serve as a part time or full  
10 time option in lieu of regular school attendance and to award  
11 grants to local school districts, educational service regions  
12 or community college districts from appropriated funds to  
13 assist districts in establishing such projects. The education  
14 agency may operate its own program or enter into a contract  
15 with another not-for-profit entity to implement the program.  
16 The projects shall allow dropouts, up to and including age 21,  
17 potential dropouts, including truants, uninvolved, unmotivated  
18 and disaffected students, as defined by State Board of  
19 Education rules and regulations, to enroll, as an alternative  
20 to regular school attendance, in an optional education program  
21 which may be established by school board policy and is in  
22 conformance with rules adopted by the State Board of  
23 Education. Truants' Alternative and Optional Education  
24 programs funded pursuant to this Section shall be planned by a  
25 student, the student's parents or legal guardians, unless the

1 student is 18 years or older, and school officials and shall  
2 culminate in an individualized optional education plan. Such  
3 plan shall focus on academic or vocational skills, or both,  
4 and may include, but not be limited to, evening school, summer  
5 school, community college courses, adult education,  
6 preparation courses for high school equivalency testing,  
7 vocational training, work experience, programs to enhance self  
8 concept and parenting courses. School districts which are  
9 awarded grants pursuant to this Section shall be authorized to  
10 provide day care services to children of students who are  
11 eligible and desire to enroll in programs established and  
12 funded under this Section, but only if and to the extent that  
13 such day care is necessary to enable those eligible students  
14 to attend and participate in the programs and courses which  
15 are conducted pursuant to this Section. School districts,  
16 intermediate service centers, and regional offices of  
17 education may claim general State aid under Section 18-8.05 or  
18 evidence-based funding under Section 18-8.15 for students  
19 enrolled in truants' alternative and optional education  
20 programs, provided that such students are receiving services  
21 that are supplemental to a program leading to a high school  
22 diploma and are otherwise eligible to be claimed for general  
23 State aid under Section 18-8.05 or evidence-based funding  
24 under Section 18-8.15, as applicable.

25 (Source: P.A. 100-465, eff. 8-31-17.)

1 (105 ILCS 5/2-3.170)

2 Sec. 2-3.170. Property tax relief pool grants.

3 (a) As used in this Section,

4 "EAV" means equalized assessed valuation as defined under  
5 Section 18-8.15 of this Code.

6 "Property tax multiplier" equals one minus the square of  
7 the school district's Local Capacity Percentage, as defined in  
8 Section 18-8.15 of this Code.

9 "Local capacity percentage multiplier" means one minus the  
10 school district's Local Capacity Percentage, as defined in  
11 Section 18-8.15.

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

13 (b) Subject to appropriation, the State Board shall  
14 provide grants to eligible school districts that provide tax  
15 relief to the school district's residents, which may be no  
16 greater than 1% of EAV for a unit district, 0.69% of EAV for an  
17 elementary school district, or 0.31% of EAV for a high school  
18 district, as provided in this Section.

19 (b-5) School districts may apply for property tax relief  
20 under this Section concurrently to setting their levy for the  
21 fiscal year. The intended relief may not be greater than 1% of  
22 the EAV for a unit district, 0.69% of the EAV for an elementary  
23 school district, or 0.31% of the EAV for a high school  
24 district, multiplied by the school district's local capacity  
25 percentage multiplier. The State Board shall process  
26 applications for relief, providing a grant to those districts

1 with the highest adjusted operating tax rate, as determined by  
2 those districts with the highest percentage of the simple  
3 average adjusted operating tax rate of districts of the same  
4 type, either elementary, high school, or unit, first, in an  
5 amount equal to the intended relief multiplied by the property  
6 tax multiplier. The State Board shall provide grants to school  
7 districts in order of priority until the property tax relief  
8 pool is exhausted. If more school districts apply for relief  
9 under this subsection than there are funds available, the  
10 State Board must distribute the grants and prorate any  
11 remaining funds to the final school district that qualifies  
12 for grant relief. The abatement amount for that district must  
13 be equal to the grant amount divided by the property tax  
14 multiplier.

15 If a school district receives the State Board's approval  
16 of a grant under this Section by March 1 of the fiscal year,  
17 the school district shall present a duly authorized and  
18 approved abatement resolution by March 30 of the fiscal year  
19 to the county clerk of each county in which the school files  
20 its levy, authorizing the county clerk to lower the school  
21 district's levy by the amount designated in its application to  
22 the State Board. When the preceding requisites are satisfied,  
23 the county clerk shall reduce the amount collected for the  
24 school district by the amount indicated in the school  
25 district's abatement resolution for that fiscal year.

26 (c) (Blank).

1 (d) School districts seeking grants under this Section  
2 shall apply to the State Board each year. All applications to  
3 the State Board for grants shall include the amount of the tax  
4 relief intended by the school district.

5 (e) Each year, based on the most recent available data  
6 provided by school districts pursuant to Section 18-8.15 of  
7 this Code, the State Board shall calculate the order of  
8 priority for grant eligibility under subsection (b-5) and  
9 publish a list of the school districts eligible for relief.  
10 The State Board shall provide grants in the manner provided  
11 under subsection (b-5).

12 (f) The State Board shall publish a final list of eligible  
13 grant recipients and provide payment of the grants by March 1  
14 of each year.

15 (g) If notice of eligibility from the State Board is  
16 received by a school district by March 1, then by March 30, the  
17 school district shall file an abatement of its property tax  
18 levy in an amount equal to the grant received under this  
19 Section divided by the property tax multiplier. Payment of all  
20 grant amounts shall be made by June 1 each fiscal year. The  
21 State Superintendent of Education shall establish the timeline  
22 in such cases in which notice cannot be made by March 1.

23 (h) The total property tax relief allowable to a school  
24 district under this Section shall be calculated based on the  
25 total amount of reduction in the school district's aggregate  
26 extension. The total grant shall be equal to the reduction,

1 multiplied by the property tax multiplier. The reduction shall  
2 be equal to 1% of a district's EAV for a unit school district,  
3 0.69% for an elementary school district, or 0.31% for a high  
4 school district, multiplied by the school district's local  
5 capacity percentage multiplier.

6 (i) If the State Board does not expend all appropriations  
7 allocated pursuant to this Section, then any remaining funds  
8 shall be allocated pursuant to Section 18-8.15 of this Code.

9 (j) The State Board shall prioritize payments under  
10 Section 18-8.15 of this Code over payments under this Section,  
11 if necessary.

12 (k) Any grants received by a school district shall be  
13 included in future calculations of that school district's Base  
14 Funding Minimum under Section 18-8.15 of this Code. Beginning  
15 with Fiscal Year 2020, if a school district receives a grant  
16 under this Section, the school district must present to the  
17 county clerk a duly authorized and approved abatement  
18 resolution by March 30 for the year in which the school  
19 district receives the grant and the successive fiscal year  
20 following the receipt of the grant, authorizing the county  
21 clerk to lower the school district's levy by the amount  
22 designated in its original application to the State Board.  
23 After receiving a resolution, the county clerk must reduce the  
24 amount collected for the school district by the amount  
25 indicated in the school district's abatement resolution for  
26 that fiscal year. If a school district does not abate in this



1 amount for the successive fiscal year, the grant amount may  
2 not be included in the school district's Base Funding Minimum  
3 under Section 18-8.15 in the fiscal year following the tax  
4 year in which the abatement is not authorized and in any future  
5 fiscal year thereafter, and the county clerk must notify the  
6 State Board of the increase no later 30 days after it occurs.

7 (1) In the immediate 2 consecutive tax years following  
8 receipt of a Property Tax Pool Relief Grant, the aggregate  
9 extension base of any school district receiving a grant under  
10 this Section, for purposes of the Property Tax Extension  
11 Limitation Law, shall include the tax relief the school  
12 district provided in the previous taxable year under this  
13 Section.

14 (Source: P.A. 100-465, eff. 8-31-17; 100-582, eff. 3-23-18;  
15 100-863, eff. 8-14-18; 101-17, eff. 6-14-19; 101-643, eff.  
16 6-18-20.)

17 (105 ILCS 5/10-17a)

18 Sec. 10-17a. State, school district, and school report  
19 cards; Expanded High School Snapshot Report.

20 (1) By October 31, 2013 and October 31 of each subsequent  
21 school year, the State Board of Education, through the State  
22 Superintendent of Education, shall prepare a State report  
23 card, school district report cards, and school report cards,  
24 and shall by the most economical means provide to each school  
25 district in this State, including special charter districts

1 and districts subject to the provisions of Article 34, the  
2 report cards for the school district and each of its schools.  
3 Because of the impacts of the COVID-19 public health emergency  
4 during school year 2020-2021, the State Board of Education  
5 shall have until December 31, 2021 to prepare and provide the  
6 report cards that would otherwise be due by October 31, 2021.  
7 During a school year in which the Governor has declared a  
8 disaster due to a public health emergency pursuant to Section  
9 7 of the Illinois Emergency Management Agency Act, the report  
10 cards for the school districts and each of its schools shall be  
11 prepared by December 31.

12 (2) In addition to any information required by federal  
13 law, the State Superintendent shall determine the indicators  
14 and presentation of the school report card, which must  
15 include, at a minimum, the most current data collected and  
16 maintained by the State Board of Education related to the  
17 following:

18 (A) school characteristics and student demographics,  
19 including average class size, average teaching experience,  
20 student racial/ethnic breakdown, and the percentage of  
21 students classified as low-income; the percentage of  
22 students classified as English learners, the number of  
23 students who graduate from a bilingual or English learner  
24 program, and the number of students who graduate from,  
25 transfer from, or otherwise leave bilingual programs; the  
26 percentage of students who have individualized education

1 plans or 504 plans that provide for special education  
2 services; the number and the percentage of all students in  
3 grades kindergarten through 8, disaggregated by the  
4 student ~~students~~ demographics described in this paragraph  
5 (A), in each of the following categories: (i) those who  
6 have been assessed for placement in a gifted education  
7 program or accelerated placement, (ii) those who have  
8 enrolled in a gifted education program or in accelerated  
9 placement, and (iii) for each of categories (i) and (ii),  
10 those who received direct instruction from a teacher who  
11 holds a gifted education endorsement; the number and the  
12 percentage of all students in grades 9 through 12,  
13 disaggregated by the student demographics described in  
14 this paragraph (A), who have been enrolled in an advanced  
15 academic program; the percentage of students scoring at  
16 the "exceeds expectations" level on the assessments  
17 required under Section 2-3.64a-5 of this Code; the  
18 percentage of students who annually transferred in or out  
19 of the school district; average daily attendance; the  
20 per-pupil operating expenditure of the school district;  
21 and the per-pupil State average operating expenditure for  
22 the district type (elementary, high school, or unit);

23 (B) curriculum information, including, where  
24 applicable, Advanced Placement, International  
25 Baccalaureate or equivalent courses, dual credit courses,  
26 foreign language classes, computer science courses, school

1 personnel resources (including Career Technical Education  
2 teachers), before and after school programs,  
3 extracurricular activities, subjects in which elective  
4 classes are offered, health and wellness initiatives  
5 (including the average number of days of Physical  
6 Education per week per student), approved programs of  
7 study, awards received, community partnerships, and  
8 special programs such as programming for the gifted and  
9 talented, students with disabilities, and work-study  
10 students;

11 (C) student outcomes, including, where applicable, the  
12 percentage of students deemed proficient on assessments of  
13 State standards, the percentage of students in the eighth  
14 grade who pass Algebra, the percentage of students who  
15 participated in workplace learning experiences, the  
16 percentage of students enrolled in post-secondary  
17 institutions (including colleges, universities, community  
18 colleges, trade/vocational schools, and training programs  
19 leading to career certification within 2 semesters of high  
20 school graduation), the percentage of students graduating  
21 from high school who are college and career ready, the  
22 percentage of graduates enrolled in community colleges,  
23 colleges, and universities who are in one or more courses  
24 that the community college, college, or university  
25 identifies as a developmental course, and the percentage  
26 of students with disabilities under the federal

1 Individuals with Disabilities Education Act and Article 14  
2 of this Code who have fulfilled the minimum State  
3 graduation requirements set forth in Section 27-22 of this  
4 Code and have been issued a regular high school diploma;

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, the number of teachers who are National Board  
3 Certified Teachers, disaggregated by race and ethnicity, 2  
4 or more indicators from any school climate survey selected  
5 or approved by the State and administered pursuant to  
6 Section 2-3.153 of this Code, with the same or similar  
7 indicators included on school report cards for all surveys  
8 selected or approved by the State pursuant to Section  
9 2-3.153 of this Code, the combined percentage of teachers  
10 rated as proficient or excellent in their most recent  
11 evaluation, and, beginning with the 2022-2023 school year,  
12 data on the number of incidents of violence that occurred  
13 on school grounds or during school-related activities and  
14 that resulted in an out-of-school suspension, expulsion,  
15 or removal to an alternative setting, as reported pursuant  
16 to Section 2-3.162;

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

20 (G) the total and per pupil normal cost amount the  
21 State contributed to the Teachers' Retirement System of  
22 the State of Illinois in the prior fiscal year for the  
23 school's employees, which shall be reported to the State  
24 Board of Education by the Teachers' Retirement System of  
25 the State of Illinois;

26 (H) for a school district organized under Article 34

1 of this Code only, State contributions to the Public  
2 School Teachers' Pension and Retirement Fund of Chicago  
3 and State contributions for health care for employees of  
4 that school district;

5 (I) a school district's Final Percent of Adequacy, as  
6 defined in paragraph (4) of subsection (f) of Section  
7 18-8.15 of this Code;

8 (J) a school district's Local Capacity Target, as  
9 defined in paragraph (2) of subsection (c) of Section  
10 18-8.15 of this Code, displayed as a percentage amount;

11 (K) a school district's Real Receipts, as defined in  
12 paragraph (1) of subsection (d) of Section 18-8.15 of this  
13 Code, divided by a school district's Adequacy Target, as  
14 defined in paragraph (1) of subsection (b) of Section  
15 18-8.15 of this Code, displayed as a percentage amount;

16 (L) a school district's administrative costs;

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

24 (N) whether the school offered its students career and  
25 technical education opportunities; and

26 (O) beginning ~~Beginning~~ with the October 2024 report

1 card, the total number of school counselors, school social  
2 workers, school nurses, and school psychologists by  
3 school, district, and State, the average number of  
4 students per school counselor in the school, district, and  
5 State, the average number of students per school social  
6 worker in the school, district, and State, the average  
7 number of students per school nurse in the school,  
8 district, and State, and the average number of students  
9 per school psychologist in the school, district, and  
10 State.

11 The school report card shall also provide information that  
12 allows for comparing the current outcome, progress, and  
13 environment data to the State average, to the school data from  
14 the past 5 years, and to the outcomes, progress, and  
15 environment of similar schools based on the type of school and  
16 enrollment of low-income students, special education students,  
17 and English learners.

18 As used in this subsection (2):

19 "Accelerated placement" has the meaning ascribed to that  
20 term in Section 14A-17 of this Code.

21 "Administrative costs" means costs associated with  
22 executive, administrative, or managerial functions within the  
23 school district that involve planning, organizing, managing,  
24 or directing the school district.

25 "Advanced academic program" means a course of study,  
26 including, but not limited to, accelerated placement, advanced



1 placement coursework, International Baccalaureate coursework,  
2 dual credit, or any course designated as enriched or honors,  
3 that a student is enrolled in based on advanced cognitive  
4 ability or advanced academic achievement compared to local age  
5 peers and in which the curriculum is substantially  
6 differentiated from the general curriculum to provide  
7 appropriate challenge and pace.

8 "Computer science" means the study of computers and  
9 algorithms, including their principles, their hardware and  
10 software designs, their implementation, and their impact on  
11 society. "Computer science" does not include the study of  
12 everyday uses of computers and computer applications, such as  
13 keyboarding or accessing the Internet.

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

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

23 (2.5) For any school report card prepared after July 1,  
24 2025, for all high school graduation completion rates that are  
25 reported on the school report card as required under this  
26 Section or by any other State or federal law, the State

1 Superintendent of Education shall also report the percentage  
2 of students who did not meet the requirements of high school  
3 graduation completion for any reason and, of those students,  
4 the percentage that are classified as students who fulfill the  
5 requirements of Section 14-16 of this Code.

6 The State Superintendent shall ensure that for the  
7 2023-2024 school year there is a specific code for districts  
8 to report students who fulfill the requirements of Section  
9 14-16 of this Code to ensure accurate reporting under this  
10 Section.

11 All reporting requirements under this subsection (2.5)  
12 shall be included on the school report card where high school  
13 graduation completion rates are reported, along with a brief  
14 explanation of how fulfilling the requirements of Section  
15 14-16 of this Code is different from receiving a regular high  
16 school diploma.

17 (3) At the discretion of the State Superintendent, the  
18 school district report card shall include a subset of the  
19 information identified in paragraphs (A) through (E) of  
20 subsection (2) of this Section, as well as information  
21 relating to the operating expense per pupil and other finances  
22 of the school district, and the State report card shall  
23 include a subset of the information identified in paragraphs  
24 (A) through (E) and paragraph (N) of subsection (2) of this  
25 Section. The school district report card shall include the  
26 average daily attendance, as that term is defined in

1 subsection (2) of this Section, of students who have  
2 individualized education programs and students who have 504  
3 plans that provide for special education services within the  
4 school district.

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

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

1 the report card will be sent to parents upon request, and (iv)  
2 the telephone number that parents may call to request a  
3 printed copy of the report card.

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

9 (7) As used in this subsection (7):

10 "Advanced ~~Advanced track~~ coursework or programs" means any  
11 high school courses, sequence of courses, or class or grouping  
12 of students organized to provide more rigorous, enriched,  
13 advanced, accelerated, gifted, or above grade-level  
14 instruction. This may include, but is not limited to, Advanced  
15 Placement courses, International Baccalaureate courses,  
16 honors, weighted, advanced, or enriched courses, or gifted or  
17 accelerated programs, classrooms, or courses.

18 "Course" means any high school class or course offered by  
19 a school that is assigned a school course code by the State  
20 Board of Education.

21 "High school" means a school that maintains any of grades  
22 9 through 12.

23 ~~"English learner coursework or English learner program"~~  
24 ~~means a high school English learner course or program~~  
25 ~~designated to serve English learners, who may be designated as~~  
26 ~~English language learners or limited English proficiency~~

1 ~~learners.~~

2 "Standard coursework or programs" means any high school  
3 courses or classes other than advanced ~~advanced track~~  
4 coursework or programs, ~~English learner coursework or~~  
5 ~~programs, or special education coursework or programs.~~

6 By December ~~October~~ 31, 2027 and by December ~~October~~ 31 of  
7 each subsequent year, the State Board of Education, through  
8 the State Superintendent of Education, shall prepare a  
9 stand-alone report covering all public high schools in this  
10 State, to be referred to as the Expanded High School  
11 Coursework Snapshot Report. The State Board shall post the  
12 Report on the State Board's Internet website. Each school  
13 district with a high school enrollment for the reporting year  
14 shall include on the school district's Internet website, if  
15 the district maintains an Internet website, a hyperlink to the  
16 Report on the State Board's Internet website titled "Expanded  
17 High School Coursework Snapshot Report". Hyperlinks under this  
18 subsection (7) shall be displayed in a manner that is easily  
19 accessible to the public.

20 The Expanded High School Coursework Snapshot Report shall  
21 include:

22 (A) a listing of all standard coursework or programs  
23 that have ~~offered by a~~ high school student enrollment;

24 (B) a listing of all advanced ~~advanced track~~  
25 coursework or programs that have ~~offered by a~~ high school  
26 student enrollment;

1 (C) a listing of all ~~English learner~~ coursework or  
2 programs that have high school student enrollment by  
3 English learners ~~offered by a high school;~~

4 (D) a listing of all ~~special education~~ coursework or  
5 programs that have high school student enrollment by  
6 students with disabilities ~~offered by a high school;~~

7 (E) data tables and graphs comparing advanced  
8 ~~advanced track~~ coursework or programs enrollment with  
9 standard coursework or programs enrollment according to  
10 the following parameters:

11 (i) the average years of experience of all  
12 teachers in a high school who are assigned to teach  
13 advanced ~~advanced track~~ coursework or programs  
14 compared with the average years of experience of all  
15 teachers in the high school who are assigned to teach  
16 standard coursework or programs;

17 (ii) the average years of experience of all  
18 teachers in a high school who are assigned to teach  
19 ~~special education~~ coursework or programs that have  
20 high school enrollment by students with disabilities  
21 compared with the average years of experience of all  
22 teachers in the high school who are not assigned to  
23 teach ~~standard~~ coursework or programs that have high  
24 school student enrollment by students with  
25 disabilities;

26 (iii) the average years of experience of all

1 teachers in a high school who are assigned to teach  
2 ~~English learner~~ coursework or programs that have high  
3 school student enrollment by English learners compared  
4 with the average years of experience of all teachers  
5 in the high school who are not assigned to teach  
6 ~~standard~~ coursework or programs that have high school  
7 student enrollment by English learners;

8 (iv) the number of high school teachers who  
9 possess bachelor's degrees, master's degrees, or  
10 higher doctorate degrees and who are assigned to teach  
11 advanced coursework ~~advanced-track courses~~ or  
12 programs compared with the number of teachers who  
13 possess bachelor's degrees, master's degrees, or  
14 higher doctorate degrees and who are assigned to teach  
15 standard coursework or programs;

16 (v) the number of high school teachers who possess  
17 bachelor's degrees, master's degrees, or higher  
18 ~~doctorate~~ degrees and who are assigned to teach  
19 ~~special education~~ coursework or programs that have  
20 high school student enrollment by students with  
21 disabilities compared with the number of teachers who  
22 possess bachelor's degrees, master's degrees, or  
23 higher doctorate degrees and who are not assigned to  
24 teach ~~standard~~ coursework or programs that have high  
25 school student enrollment by students with  
26 disabilities;

1           (vi) the number of high school teachers who  
2 possess bachelor's degrees, master's degrees, or  
3 higher ~~doctorate~~ degrees and who are assigned to teach  
4 ~~English learner~~ coursework or programs that have high  
5 school student enrollment by English learners compared  
6 with the number of teachers who possess bachelor's  
7 degrees, master's degrees, or higher ~~doctorate~~ degrees  
8 and who are not assigned to teach ~~standard~~ coursework  
9 or programs that have high school student enrollment  
10 by English learners;

11           (vii) the average student enrollment ~~and class~~  
12 ~~size~~ of advanced ~~advanced track~~ coursework or programs  
13 offered in a high school compared with the average  
14 student enrollment ~~and class size~~ of standard  
15 coursework or programs;

16           (viii) the percentages of high school students,  
17 ~~delineated~~ by race, gender, and program student group,  
18 who are enrolled in advanced ~~advanced track~~ coursework  
19 or programs ~~in a high school compared with the gender~~  
20 ~~of students enrolled in standard coursework or~~  
21 ~~programs~~;

22           (ix) (blank); ~~the percentages of students~~  
23 ~~delineated by gender who are enrolled in special~~  
24 ~~education coursework or programs in a high school~~  
25 ~~compared with the percentages of students enrolled in~~  
26 ~~standard coursework or programs~~;



1           (x) (blank); ~~the percentages of students~~  
2 ~~delineated by gender who are enrolled in English~~  
3 ~~learner coursework or programs in a high school~~  
4 ~~compared with the gender of students enrolled in~~  
5 ~~standard coursework or programs;~~

6           (xi) (blank); ~~the percentages of high school~~  
7 ~~students in each individual race and ethnicity~~  
8 ~~category, as defined in the most recent federal~~  
9 ~~decennial census, who are enrolled in advanced track~~  
10 ~~coursework or programs compared with the percentages~~  
11 ~~of students in each individual race and ethnicity~~  
12 ~~category enrolled in standard coursework or programs;~~

13           (xii) (blank); ~~the percentages of high school~~  
14 ~~students in each of the race and ethnicity categories,~~  
15 ~~as defined in the most recent federal decennial~~  
16 ~~census, who are enrolled in special education~~  
17 ~~coursework or programs compared with the percentages~~  
18 ~~of students in each of the race and ethnicity~~  
19 ~~categories who are enrolled in standard coursework or~~  
20 ~~programs;~~

21           (xiii) (blank); ~~the percentages of high school~~  
22 ~~students in each of the race and ethnicity categories,~~  
23 ~~as defined in the most recent federal decennial~~  
24 ~~census, who are enrolled in English learner coursework~~  
25 ~~or programs in a high school compared with the~~  
26 ~~percentages of high school students in each of the~~

1 ~~race and ethnicity categories who are enrolled in~~  
2 ~~standard coursework or programs;~~

3 (xiv) the percentage of high school students, by  
4 race, gender, and program student group, who earn  
5 ~~reach proficiency~~ (the equivalent of a C grade or  
6 higher on a grade A through F scale) ~~in~~ one or more  
7 advanced ~~advanced track~~ coursework or programs  
8 compared with the percentage of high school students,  
9 by race, gender, and program student group, who earn  
10 ~~proficiency~~ (the equivalent of a C grade or higher on a  
11 grade A through F scale) ~~in~~ one or more standard  
12 coursework or programs;

13 (xv) (blank); ~~the percentage of high school~~  
14 ~~students who reach proficiency (the equivalent of a C~~  
15 ~~grade or higher on a grade A through F scale) in~~  
16 ~~special education coursework or programs compared with~~  
17 ~~the percentage of high school students who earn~~  
18 ~~proficiency (the equivalent of a C grade or higher on a~~  
19 ~~grade A through F scale) in standard coursework or~~  
20 ~~programs; and~~

21 (xvi) (blank); ~~and the percentage of high school~~  
22 ~~students who reach proficiency (the equivalent of a C~~  
23 ~~grade or higher on a grade A through F scale) in~~  
24 ~~English learner coursework or programs compared with~~  
25 ~~the percentage of high school students who earn~~  
26 ~~proficiency (the equivalent of a C grade or higher on a~~

1 ~~grade A through F scale) in standard coursework or~~  
2 ~~programs; and~~

3 (F) data tables and graphs for each race and ethnicity  
4 category, ~~as defined in the most recent federal decennial~~  
5 ~~census,~~ and gender category, ~~as defined in the most recent~~  
6 ~~federal decennial census,~~ describing:

7 (i) the total student number and student  
8 percentage for ~~of~~ Advanced Placement courses taken by  
9 race and ethnicity category and gender category, ~~as~~  
10 ~~defined in the most recent federal decennial census;~~

11 (ii) the total student number and student  
12 percentage for ~~of~~ International Baccalaureate courses  
13 taken by race and ethnicity category and gender  
14 category, ~~as defined in the most recent federal~~  
15 ~~decennial census;~~

16 (iii) (blank); ~~for each race and ethnicity~~  
17 ~~category and gender category, as defined in the most~~  
18 ~~recent federal decennial census, the percentage of~~  
19 ~~high school students enrolled in Advanced Placement~~  
20 ~~courses;~~

21 (iv) (blank); and ~~for each race and ethnicity~~  
22 ~~category and gender category, as defined in the most~~  
23 ~~recent federal decennial census, the percentage of~~  
24 ~~high school students enrolled in International~~  
25 ~~Baccalaureate courses; and~~

26 (v) ~~for each race and ethnicity category, as~~

1 ~~defined in the most recent federal decennial census,~~  
2 the total student number and student percentage of  
3 high school students who earn a score of 3 or higher on  
4 the Advanced Placement exam associated with an  
5 Advanced Placement course.

6 For data on teacher experience and education under this  
7 subsection (7), a teacher who teaches a combination of courses  
8 designated as advanced ~~advanced-track~~ coursework or programs,  
9 courses or programs that have high school student enrollment  
10 by English learners ~~learner coursework or programs~~, or  
11 standard coursework or programs shall be included in all  
12 relevant categories and the teacher's level of experience  
13 shall be added to the categories.

14 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;  
15 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.  
16 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,  
17 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;  
18 revised 9-12-23.)

19 (105 ILCS 5/10-20.12a) (from Ch. 122, par. 10-20.12a)

20 Sec. 10-20.12a. Tuition for non-resident pupils.

21 (a) To charge non-resident pupils who attend the schools  
22 of the district tuition in an amount not exceeding 110% of the  
23 per capita cost of maintaining the schools of the district for  
24 the preceding school year.

25 Such per capita cost shall be computed by dividing the

1 total cost of conducting and maintaining the schools of the  
2 district by the average daily attendance, including tuition  
3 pupils. Depreciation on the buildings and equipment of the  
4 schools of the district, and the amount of annual depreciation  
5 on such buildings and equipment shall be dependent upon the  
6 useful life of such property.

7 The tuition charged shall in no case exceed 110% of the per  
8 capita cost of conducting and maintaining the schools of the  
9 district attended, as determined with reference to the most  
10 recent audit prepared under Section 3-7 which is available at  
11 the commencement of the current school year. Non-resident  
12 pupils attending the schools of the district for less than the  
13 school term shall have their tuition apportioned, however  
14 pupils who become non-resident during a school term shall not  
15 be charged tuition for the remainder of the school term in  
16 which they became non-resident pupils.

17 Notwithstanding the provisions of this Section, a school  
18 district may ~~adopt a policy to~~ waive tuition costs for a  
19 non-resident pupil who ~~if the pupil~~ is the ~~a~~ child of a  
20 district employee if the district adopts a policy approving  
21 such waiver. For purposes of this paragraph, "child" means a  
22 district employee's child who is a biological child, adopted  
23 child, foster child, stepchild, or a child for which the  
24 employee serves as a legal guardian.

25 (b) Unless otherwise agreed to by the parties involved and  
26 where the educational services are not otherwise provided for,

1 educational services for an Illinois student under the age of  
2 21 (and not eligible for services pursuant to Article 14 of  
3 this Code) in any residential program shall be provided by the  
4 district in which the facility is located and financed as  
5 follows. The cost of educational services shall be paid by the  
6 district in which the student resides in an amount equal to the  
7 cost of providing educational services in the residential  
8 facility. Payments shall be made by the district of the  
9 student's residence and shall be made to the district wherein  
10 the facility is located no less than once per month unless  
11 otherwise agreed to by the parties.

12 The funding provision of this subsection (b) applies to  
13 all Illinois students under the age of 21 (and not eligible for  
14 services pursuant to Article 14 of this Code) receiving  
15 educational services in residential facilities, irrespective  
16 of whether the student was placed therein pursuant to this  
17 Code or the Juvenile Court Act of 1987 or by an Illinois public  
18 agency or a court. The changes to this subsection (b) made by  
19 this amendatory Act of the 95th General Assembly apply to all  
20 placements in effect on July 1, 2007 and all placements  
21 thereafter. For purposes of this subsection (b), a student's  
22 district of residence shall be determined in accordance with  
23 subsection (a) of Section 10-20.12b of this Code. The  
24 placement of a student in a residential facility shall not  
25 affect the residency of the student. When a dispute arises  
26 over the determination of the district of residence under this

1 subsection (b), any person or entity, including without  
2 limitation a school district or residential facility, may make  
3 a written request for a residency decision to the State  
4 Superintendent of Education, who, upon review of materials  
5 submitted and any other items or information he or she may  
6 request for submission, shall issue his or her decision in  
7 writing. The decision of the State Superintendent of Education  
8 is final.

9 (Source: P.A. 103-111, eff. 6-29-23.)

10 (105 ILCS 5/10-20.17a) (from Ch. 122, par. 10-20.17a)

11 Sec. 10-20.17a. Hazardous materials training. To enhance  
12 the safety of pupils and staff by providing in-service  
13 training programs on the safe handling and use of hazardous or  
14 toxic materials for personnel in the district who work with  
15 such materials on a regular basis. Such programs may ~~shall~~ be  
16 identified ~~approved~~ by the State Board of Education, l in  
17 consultation with the ~~Illinois~~ Department of Public Health, l  
18 for use by school boards in implementing this Section.

19 (Source: P.A. 84-1294.)

20 (105 ILCS 5/10-20.56)

21 Sec. 10-20.56. E-learning days.

22 (a) The State Board of Education shall establish and  
23 maintain, for implementation in school districts, a program  
24 for use of electronic-learning (e-learning) days, as described

1 in this Section. School districts may utilize a program  
2 approved under this Section for use during remote learning  
3 days and blended remote learning days under Section 10-30 or  
4 34-18.66.

5 (b) The school board of a school district may, by  
6 resolution, adopt a research-based program or research-based  
7 programs for e-learning days district-wide that shall permit  
8 student instruction to be received electronically while  
9 students are not physically present in lieu of the district's  
10 scheduled emergency days as required by Section 10-19 of this  
11 Code or because a school was selected to be a polling place  
12 under Section 11-4.1 of the Election Code. The research-based  
13 program or programs may not exceed the minimum number of  
14 emergency days in the approved school calendar and must be  
15 verified annually by the regional office of education or  
16 intermediate service center for the school district before the  
17 implementation of any e-learning days in that school year ~~or~~  
18 ~~or before September 1st annually~~ to ensure access for all  
19 students. The regional office of education or intermediate  
20 service center shall ensure that the specific needs of all  
21 students are met, including special education students and  
22 English learners, and that all mandates are still met using  
23 the proposed research-based program. The e-learning program  
24 may utilize the Internet, telephones, texts, chat rooms, or  
25 other similar means of electronic communication for  
26 instruction and interaction between teachers and students that



1 meet the needs of all learners. The e-learning program shall  
2 address the school district's responsibility to ensure that  
3 all teachers and staff who may be involved in the provision of  
4 e-learning have access to any and all hardware and software  
5 that may be required for the program. If a proposed program  
6 does not address this responsibility, the school district must  
7 propose an alternate program.

8 (c) Before its adoption by a school board, the school  
9 board must hold a public hearing on a school district's  
10 initial proposal for an e-learning program or for renewal of  
11 such a program, at a regular or special meeting of the school  
12 board, in which the terms of the proposal must be  
13 substantially presented and an opportunity for allowing public  
14 comments must be provided. Notice of such public hearing must  
15 be provided at least 10 days prior to the hearing by:

16 (1) publication in a newspaper of general circulation  
17 in the school district;

18 (2) written or electronic notice designed to reach the  
19 parents or guardians of all students enrolled in the  
20 school district; and

21 (3) written or electronic notice designed to reach any  
22 exclusive collective bargaining representatives of school  
23 district employees and all those employees not in a  
24 collective bargaining unit.

25 (d) The regional office of education or intermediate  
26 service center for the school district must timely verify that

1 a proposal for an e-learning program has met the requirements  
2 specified in this Section and that the proposal contains  
3 provisions designed to reasonably and practicably accomplish  
4 the following:

5 (1) to ensure and verify at least 5 clock hours of  
6 instruction or school work, as required under Section  
7 10-19.05, for each student participating in an e-learning  
8 day;

9 (2) to ensure access from home or other appropriate  
10 remote facility for all students participating, including  
11 computers, the Internet, and other forms of electronic  
12 communication that must be utilized in the proposed  
13 program;

14 (2.5) to ensure that non-electronic materials are made  
15 available to students participating in the program who do  
16 not have access to the required technology or to  
17 participating teachers or students who are prevented from  
18 accessing the required technology;

19 (3) to ensure appropriate learning opportunities for  
20 students with special needs;

21 (4) to monitor and verify each student's electronic  
22 participation;

23 (5) to address the extent to which student  
24 participation is within the student's control as to the  
25 time, pace, and means of learning;

26 (6) to provide effective notice to students and their

1 parents or guardians of the use of particular days for  
2 e-learning;

3 (7) to provide staff and students with adequate  
4 training for e-learning days' participation;

5 (8) to ensure an opportunity for any collective  
6 bargaining negotiations with representatives of the school  
7 district's employees that would be legally required,  
8 including all classifications of school district employees  
9 who are represented by collective bargaining agreements  
10 and who would be affected in the event of an e-learning  
11 day;

12 (9) to review and revise the program as implemented to  
13 address difficulties confronted; and

14 (10) to ensure that the protocol regarding general  
15 expectations and responsibilities of the program is  
16 communicated to teachers, staff, and students at least 30  
17 days prior to utilizing an e-learning day in a school  
18 year.

19 The school board's approval of a school district's initial  
20 e-learning program and renewal of the e-learning program shall  
21 be for a term of 3 school years, beginning with the first  
22 school year in which the program was approved and verified by  
23 the regional office of education or intermediate service  
24 center for the school district.

25 (d-5) A school district shall pay to its contractors who  
26 provide educational support services to the district,

1 including, but not limited to, custodial, transportation, or  
2 food service providers, their daily, regular rate of pay or  
3 billings rendered for any e-learning day that is used because  
4 a school was selected to be a polling place under Section  
5 11-4.1 of the Election Code, except that this requirement does  
6 not apply to contractors who are paid under contracts that are  
7 entered into, amended, or renewed on or after March 15, 2022 or  
8 to contracts that otherwise address compensation for such  
9 e-learning days.

10 (d-10) A school district shall pay to its employees who  
11 provide educational support services to the district,  
12 including, but not limited to, custodial employees, building  
13 maintenance employees, transportation employees, food service  
14 providers, classroom assistants, or administrative staff,  
15 their daily, regular rate of pay and benefits rendered for any  
16 school closure or e-learning day if the closure precludes them  
17 from performing their regularly scheduled duties and the  
18 employee would have reported for work but for the closure,  
19 except this requirement does not apply if the day is  
20 rescheduled and the employee will be paid their daily, regular  
21 rate of pay and benefits for the rescheduled day when services  
22 are rendered.

23 (d-15) A school district shall make full payment that  
24 would have otherwise been paid to its contractors who provide  
25 educational support services to the district, including, but  
26 not limited to, custodial, building maintenance,

1 transportation, food service providers, classroom assistants,  
2 or administrative staff, their daily, regular rate of pay and  
3 benefits rendered for any school closure or e-learning day if  
4 any closure precludes them from performing their regularly  
5 scheduled duties and employees would have reported for work  
6 but for the closure. The employees who provide the support  
7 services covered by such contracts shall be paid their daily  
8 bid package rates and benefits as defined by their local  
9 operating agreements or collective bargaining agreements,  
10 except this requirement does not apply if the day is  
11 rescheduled and the employee will be paid their daily, regular  
12 rate of pay and benefits for the rescheduled day when services  
13 are rendered.

14 (d-20) A school district shall make full payment or  
15 reimbursement to an employee or contractor as specified in  
16 subsection (d-10) or (d-15) of this Section for any school  
17 closure or e-learning day in the 2021-2022 school year that  
18 occurred prior to the effective date of this amendatory Act of  
19 the 102nd General Assembly if the employee or contractor did  
20 not receive pay or was required to use earned paid time off,  
21 except this requirement does not apply if the day is  
22 rescheduled and the employee will be paid their daily, regular  
23 rate of pay and benefits for the rescheduled day when services  
24 are rendered.

25 (e) The State Board of Education may adopt rules  
26 consistent with the provision of this Section.

1 (f) For purposes of subsections (d-10), (d-15), and (d-20)  
2 of this Section:

3 "Employee" means anyone employed by a school district on  
4 or after the effective date of this amendatory Act of the 102nd  
5 General Assembly.

6 "School district" includes charter schools established  
7 under Article 27A of this Code, but does not include the  
8 Department of Juvenile Justice School District.

9 (Source: P.A. 101-12, eff. 7-1-19; 101-643, eff. 6-18-20;  
10 102-584, eff. 6-1-22; 102-697, eff. 4-5-22.)

11 (105 ILCS 5/10-22.24b)

12 (Text of Section before amendment by P.A. 103-542)

13 Sec. 10-22.24b. School counseling services. School  
14 counseling services in public schools may be provided by  
15 school counselors as defined in Section 10-22.24a of this Code  
16 or by individuals who hold a Professional Educator License  
17 with a school support personnel endorsement in the area of  
18 school counseling under Section 21B-25 of this Code.

19 School counseling services may include, but are not  
20 limited to:

21 (1) designing and delivering a comprehensive school  
22 counseling program through a standards-based,  
23 data-informed program that promotes student achievement  
24 and wellness;

25 (2) (blank); ~~incorporating the common core language~~

1 ~~into the school counselor's work and role;~~

2 (3) school counselors working as culturally skilled  
3 professionals who act sensitively to promote social  
4 justice and equity in a pluralistic society;

5 (4) providing individual and group counseling;

6 (5) providing a core counseling curriculum that serves  
7 all students and addresses the knowledge and skills  
8 appropriate to their developmental level through a  
9 collaborative model of delivery involving the school  
10 counselor, classroom teachers, and other appropriate  
11 education professionals, and including prevention and  
12 pre-referral activities;

13 (6) making referrals when necessary to appropriate  
14 offices or outside agencies;

15 (7) providing college and career development  
16 activities and counseling;

17 (8) developing individual career plans with students,  
18 which includes planning for post-secondary education, as  
19 appropriate, and engaging in related and relevant career  
20 and technical education coursework in high school ~~as~~  
21 ~~described in paragraph (55);~~

22 (9) assisting all students with a college or  
23 post-secondary education plan, which must include a  
24 discussion on all post-secondary education options,  
25 including 4-year colleges or universities, community  
26 colleges, and vocational schools, and includes planning

1 for post-secondary education, as appropriate, and engaging  
2 in related and relevant career and technical education  
3 coursework in high school ~~as described in paragraph (55);~~

4 (10) (blank); ~~intentionally addressing the career and~~  
5 ~~college needs of first generation students;~~

6 (11) educating all students on scholarships, financial  
7 aid, and preparation of the Federal Application for  
8 Federal Student Aid;

9 (12) collaborating with institutions of higher  
10 education and local community colleges so that students  
11 understand post-secondary education options and are ready  
12 to transition successfully;

13 (13) providing crisis intervention and contributing to  
14 the development of a specific crisis plan within the  
15 school setting in collaboration with multiple  
16 stakeholders;

17 (14) providing educational opportunities for ~~educating~~  
18 ~~students, teachers, and parents on~~ mental health ~~anxiety,~~  
19 ~~depression, cutting, and suicide issues and intervening~~  
20 ~~with students who present with these issues;~~

21 (15) providing counseling and other resources to  
22 students who are in crisis;

23 (16) working to address barriers that prohibit or  
24 limit access ~~providing resources for those students who do~~  
25 ~~not have access~~ to mental health services;

26 (17) addressing bullying and conflict resolution with



1 all students;

2 (18) teaching communication skills and helping  
3 students develop positive relationships;

4 (19) using culturally sensitive skills in working with  
5 all students to promote wellness;

6 (20) working to address ~~addressing~~ the needs of all  
7 ~~undocumented~~ students with regard to citizenship status ~~in~~  
8 ~~the school, as well as students who are legally in the~~  
9 ~~United States, but whose parents are undocumented;~~

10 (21) (blank); ~~contributing to a student's functional~~  
11 ~~behavioral assessment, as well as assisting in the~~  
12 ~~development of non-aversive behavioral intervention~~  
13 ~~strategies;~~

14 (22) providing academic, social-emotional, and college  
15 and career supports to all students irrespective of  
16 special education or Section 504 status ~~(i) assisting~~  
17 ~~students in need of special education services by~~  
18 ~~implementing the academic supports and social emotional~~  
19 ~~and college or career development counseling services or~~  
20 ~~interventions per a student's individualized education~~  
21 ~~program (IEP); (ii) participating in or contributing to a~~  
22 ~~student's IEP and completing a social developmental~~  
23 ~~history; or (iii) providing services to a student with a~~  
24 ~~disability under the student's IEP or federal Section 504~~  
25 ~~plan, as recommended by the student's IEP team or Section~~  
26 ~~504 plan team and in compliance with federal and State~~

1 ~~laws and rules governing the provision of educational and~~  
2 ~~related services and school-based accommodations to~~  
3 ~~students with disabilities and the qualifications of~~  
4 ~~school personnel to provide such services and~~  
5 ~~accommodations;~~

6 (23) assisting students in goal setting and success  
7 skills for classroom behavior, study skills, test  
8 preparation, internal motivation, and intrinsic rewards  
9 ~~the development of a personal educational plan with each~~  
10 ~~student;~~

11 (24) (blank); ~~educating students on dual credit and~~  
12 ~~learning opportunities on the Internet;~~

13 (25) providing information for all students in the  
14 selection of courses that will lead to post-secondary  
15 education opportunities toward a successful career;

16 (26) interpreting achievement test results and guiding  
17 students in appropriate directions;

18 (27) (blank); ~~counseling with students, families, and~~  
19 ~~teachers, in compliance with federal and State laws;~~

20 (28) providing families with opportunities for  
21 education and counseling as appropriate in relation to the  
22 student's educational assessment;

23 (29) consulting and collaborating with teachers and  
24 other school personnel regarding behavior management and  
25 intervention plans and inclusion in support of students;

26 (30) teaming and partnering with staff, parents,

1 businesses, and community organizations to support student  
2 achievement and social-emotional learning standards for  
3 all students;

4 (31) developing and implementing school-based  
5 prevention programs, including, but not limited to,  
6 mediation and violence prevention, implementing social and  
7 emotional education programs and services, and  
8 establishing and implementing bullying prevention and  
9 intervention programs;

10 (32) developing culturally sensitive assessment  
11 instruments for measuring school counseling prevention and  
12 intervention effectiveness and collecting, analyzing, and  
13 interpreting data;

14 (33) participating on school and district committees  
15 to advocate for student programs and resources, as well as  
16 establishing a school counseling advisory council that  
17 includes representatives of key stakeholders selected to  
18 review and advise on the implementation of the school  
19 counseling program;

20 (34) acting as a liaison between the public schools  
21 and community resources and building relationships with  
22 important stakeholders, such as families, administrators,  
23 teachers, and board members;

24 (35) maintaining organized, clear, and useful records  
25 in a confidential manner consistent with Section 5 of the  
26 Illinois School Student Records Act, the Family

1 Educational Rights and Privacy Act, and the Health  
2 Insurance Portability and Accountability Act;

3 (36) presenting an annual agreement to the  
4 administration, including a formal discussion of the  
5 alignment of school and school counseling program missions  
6 and goals and detailing specific school counselor  
7 responsibilities;

8 (37) identifying and implementing culturally sensitive  
9 measures of success for student competencies in each of  
10 the 3 domains of academic, social and emotional, and  
11 college and career learning based on planned and periodic  
12 assessment of the comprehensive developmental school  
13 counseling program;

14 (38) collaborating as a team member in Multi-Tiered  
15 Systems of Support ~~Response to Intervention (RtI)~~ and  
16 other school initiatives;

17 (39) conducting observations and participating in  
18 recommendations or interventions regarding the placement  
19 of children in educational programs or special education  
20 classes;

21 (40) analyzing data and results of school counseling  
22 program assessments, including curriculum, small-group,  
23 and closing-the-gap results reports, and designing  
24 strategies to continue to improve program effectiveness;

25 (41) analyzing data and results of school counselor  
26 competency assessments;

1 (42) following American School Counselor Association  
2 Ethical Standards for School Counselors to demonstrate  
3 high standards of integrity, leadership, and  
4 professionalism;

5 (43) using student competencies to assess student  
6 growth and development to inform decisions regarding  
7 strategies, activities, and services that help students  
8 achieve the highest academic level possible ~~knowing and~~  
9 ~~embracing common core standards by using common core~~  
10 ~~language;~~

11 (44) practicing as a culturally skilled school  
12 counselor by infusing the multicultural competencies  
13 within the role of the school counselor, including the  
14 practice of culturally sensitive attitudes and beliefs,  
15 knowledge, and skills;

16 (45) infusing the Social-Emotional Standards, as  
17 presented in the State Board of Education standards,  
18 across the curriculum and in the counselor's role in ways  
19 that empower and enable students to achieve academic  
20 success across all grade levels;

21 (46) providing services only in areas in which the  
22 school counselor has appropriate training or expertise, as  
23 well as only providing counseling or consulting services  
24 within his or her employment to any student in the  
25 district or districts which employ such school counselor,  
26 in accordance with professional ethics;

1           (47) having adequate training in supervision knowledge  
2           and skills in order to supervise school counseling interns  
3           enrolled in graduate school counselor preparation programs  
4           that meet the standards established by the State Board of  
5           Education;

6           (48) being involved with State and national  
7           professional associations;

8           (49) participating, at least once every 2 years, in an  
9           in-service training program for school counselors  
10          conducted by persons with expertise in domestic and sexual  
11          violence and the needs of expectant and parenting youth,  
12          which shall include training concerning (i) communicating  
13          with and listening to youth victims of domestic or sexual  
14          violence and expectant and parenting youth, (ii)  
15          connecting youth victims of domestic or sexual violence  
16          and expectant and parenting youth to appropriate in-school  
17          services and other agencies, programs, and services as  
18          needed, and (iii) implementing the school district's  
19          policies, procedures, and protocols with regard to such  
20          youth, including confidentiality; at a minimum, school  
21          personnel must be trained to understand, provide  
22          information and referrals, and address issues pertaining  
23          to youth who are parents, expectant parents, or victims of  
24          domestic or sexual violence;

25          (50) participating, at least every 2 years, in an  
26          in-service training program for school counselors

1 conducted by persons with expertise in anaphylactic  
2 reactions and management;

3 (51) participating, at least once every 2 years, in an  
4 in-service training on educator ethics, teacher-student  
5 conduct, and school employee-student conduct for all  
6 personnel;

7 (52) participating, in addition to other topics at  
8 in-service training programs, in training to identify the  
9 warning signs of mental illness and suicidal behavior in  
10 adolescents and teenagers and learning appropriate  
11 intervention and referral techniques;

12 (53) (blank); ~~obtaining training to have a basic~~  
13 ~~knowledge of matters relating to acquired immunodeficiency~~  
14 ~~syndrome (AIDS), including the nature of the disease, its~~  
15 ~~causes and effects, the means of detecting it and~~  
16 ~~preventing its transmission, and the availability of~~  
17 ~~appropriate sources of counseling and referral and any~~  
18 ~~other information that may be appropriate considering the~~  
19 ~~age and grade level of the pupils; the school board shall~~  
20 ~~supervise such training and the State Board of Education~~  
21 ~~and the Department of Public Health shall jointly develop~~  
22 ~~standards for such training;~~

23 (54) (blank); ~~and participating in mandates from the~~  
24 ~~State Board of Education for bullying education and~~  
25 ~~social-emotional literacy; and~~

26 (55) promoting career and technical education by

1 assisting each student to determine an appropriate  
2 postsecondary plan based upon the student's skills,  
3 strengths, and goals and assisting the student to  
4 implement the best practices that improve career or  
5 workforce readiness after high school.

6 School districts may employ a sufficient number of school  
7 counselors to maintain the national and State recommended  
8 student-counselor ratio of 250 to 1. School districts may have  
9 school counselors spend at least 80% of his or her work time in  
10 direct contact with students.

11 Nothing in this Section prohibits other qualified  
12 professionals, including other endorsed school support  
13 personnel, from providing the services listed in this Section.

14 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23.)

15 (Text of Section after amendment by P.A. 103-542)

16 Sec. 10-22.24b. School counseling services. School  
17 counseling services in public schools may be provided by  
18 school counselors as defined in Section 10-22.24a of this Code  
19 or by individuals who hold a Professional Educator License  
20 with a school support personnel endorsement in the area of  
21 school counseling under Section 21B-25 of this Code.

22 School counseling services may include, but are not  
23 limited to:

24 (1) designing and delivering a comprehensive school  
25 counseling program through a standards-based,



1        data-informed program that promotes student achievement  
2        and wellness;

3            (2) (blank); ~~incorporating the common core language~~  
4        ~~into the school counselor's work and role;~~

5            (3) school counselors working as culturally skilled  
6        professionals who act sensitively to promote social  
7        justice and equity in a pluralistic society;

8            (4) providing individual and group counseling;

9            (5) providing a core counseling curriculum that serves  
10       all students and addresses the knowledge and skills  
11       appropriate to their developmental level through a  
12       collaborative model of delivery involving the school  
13       counselor, classroom teachers, and other appropriate  
14       education professionals, and including prevention and  
15       pre-referral activities;

16           (6) making referrals when necessary to appropriate  
17       offices or outside agencies;

18           (7) providing college and career development  
19       activities and counseling;

20           (8) developing individual career plans with students,  
21       which includes planning for post-secondary education, as  
22       appropriate, and engaging in related and relevant career  
23       and technical education coursework in high school ~~as~~  
24       ~~described in paragraph (55);~~

25           (9) assisting all students with a college or  
26       post-secondary education plan, which must include a

1 discussion on all post-secondary education options,  
2 including 4-year colleges or universities, community  
3 colleges, and vocational schools, and includes planning  
4 for post-secondary education, as appropriate, and engaging  
5 in related and relevant career and technical education  
6 coursework in high school ~~as described in paragraph (55);~~

7 (10) (blank); ~~intentionally addressing the career and~~  
8 ~~college needs of first generation students;~~

9 (11) educating all students on scholarships, financial  
10 aid, and preparation of the Federal Application for  
11 Federal Student Aid;

12 (12) collaborating with institutions of higher  
13 education and local community colleges so that students  
14 understand post-secondary education options and are ready  
15 to transition successfully;

16 (13) providing crisis intervention and contributing to  
17 the development of a specific crisis plan within the  
18 school setting in collaboration with multiple  
19 stakeholders;

20 (14) providing educational opportunities for ~~educating~~  
21 ~~students, teachers, and parents on~~ mental health ~~anxiety,~~  
22 ~~depression, cutting, and suicide issues and intervening~~  
23 ~~with students who present with these issues;~~

24 (15) providing counseling and other resources to  
25 students who are in crisis;

26 (16) working to address barriers that prohibit or

1 ~~limit access providing resources for those students who do~~  
2 ~~not have access~~ to mental health services;

3 (17) addressing bullying and conflict resolution with  
4 all students;

5 (18) teaching communication skills and helping  
6 students develop positive relationships;

7 (19) using culturally sensitive skills in working with  
8 all students to promote wellness;

9 (20) working to address ~~addressing~~ the needs of all  
10 ~~undocumented~~ students with regard to citizenship status ~~in~~  
11 ~~the school, as well as students who are legally in the~~  
12 ~~United States, but whose parents are undocumented;~~

13 (21) (blank); ~~contributing to a student's functional~~  
14 ~~behavioral assessment, as well as assisting in the~~  
15 ~~development of non-aversive behavioral intervention~~  
16 ~~strategies;~~

17 (22) providing academic, social-emotional, and college  
18 and career supports to all students irrespective of  
19 special education or Section 504 status; ~~(i) assisting~~  
20 ~~students in need of special education services by~~  
21 ~~implementing the academic supports and social-emotional~~  
22 ~~and college or career development counseling services or~~  
23 ~~interventions per a student's individualized education~~  
24 ~~program (IEP); (ii) participating in or contributing to a~~  
25 ~~student's IEP and completing a social-developmental~~  
26 ~~history; or (iii) providing services to a student with a~~

~~disability under the student's IEP or federal Section 504 plan, as recommended by the student's IEP team or Section 504 plan team and in compliance with federal and State laws and rules governing the provision of educational and related services and school based accommodations to students with disabilities and the qualifications of school personnel to provide such services and accommodations;~~

(23) assisting students in goal setting and success skills for classroom behavior, study skills, test preparation, internal motivation, and intrinsic rewards  
~~the development of a personal educational plan with each student;~~

(24) (blank); ~~educating students on dual credit and learning opportunities on the Internet;~~

(25) providing information for all students in the selection of courses that will lead to post-secondary education opportunities toward a successful career;

(26) interpreting achievement test results and guiding students in appropriate directions;

(27) (blank); ~~counseling with students, families, and teachers, in compliance with federal and State laws;~~

(28) providing families with opportunities for education and counseling as appropriate in relation to the student's educational assessment;

(29) consulting and collaborating with teachers and

1 other school personnel regarding behavior management and  
2 intervention plans and inclusion in support of students;

3 (30) teaming and partnering with staff, parents,  
4 businesses, and community organizations to support student  
5 achievement and social-emotional learning standards for  
6 all students;

7 (31) developing and implementing school-based  
8 prevention programs, including, but not limited to,  
9 mediation and violence prevention, implementing social and  
10 emotional education programs and services, and  
11 establishing and implementing bullying prevention and  
12 intervention programs;

13 (32) developing culturally sensitive assessment  
14 instruments for measuring school counseling prevention and  
15 intervention effectiveness and collecting, analyzing, and  
16 interpreting data;

17 (33) participating on school and district committees  
18 to advocate for student programs and resources, as well as  
19 establishing a school counseling advisory council that  
20 includes representatives of key stakeholders selected to  
21 review and advise on the implementation of the school  
22 counseling program;

23 (34) acting as a liaison between the public schools  
24 and community resources and building relationships with  
25 important stakeholders, such as families, administrators,  
26 teachers, and board members;

1           (35) maintaining organized, clear, and useful records  
2           in a confidential manner consistent with Section 5 of the  
3           Illinois School Student Records Act, the Family  
4           Educational Rights and Privacy Act, and the Health  
5           Insurance Portability and Accountability Act;

6           (36) presenting an annual agreement to the  
7           administration, including a formal discussion of the  
8           alignment of school and school counseling program missions  
9           and goals and detailing specific school counselor  
10          responsibilities;

11          (37) identifying and implementing culturally sensitive  
12          measures of success for student competencies in each of  
13          the 3 domains of academic, social and emotional, and  
14          college and career learning based on planned and periodic  
15          assessment of the comprehensive developmental school  
16          counseling program;

17          (38) collaborating as a team member in Multi-Tiered  
18          Systems of Support ~~Response to Intervention (RtI)~~ and  
19          other school initiatives;

20          (39) conducting observations and participating in  
21          recommendations or interventions regarding the placement  
22          of children in educational programs or special education  
23          classes;

24          (40) analyzing data and results of school counseling  
25          program assessments, including curriculum, small-group,  
26          and closing-the-gap results reports, and designing

1 strategies to continue to improve program effectiveness;

2 (41) analyzing data and results of school counselor  
3 competency assessments;

4 (42) following American School Counselor Association  
5 Ethical Standards for School Counselors to demonstrate  
6 high standards of integrity, leadership, and  
7 professionalism;

8 (43) using student competencies to assess student  
9 growth and development to inform decisions regarding  
10 strategies, activities, and services that help students  
11 achieve the highest academic level possible ~~knowing and~~  
12 ~~embracing common core standards by using common core~~  
13 ~~language;~~

14 (44) practicing as a culturally skilled school  
15 counselor by infusing the multicultural competencies  
16 within the role of the school counselor, including the  
17 practice of culturally sensitive attitudes and beliefs,  
18 knowledge, and skills;

19 (45) infusing the Social-Emotional Standards, as  
20 presented in the State Board of Education standards,  
21 across the curriculum and in the counselor's role in ways  
22 that empower and enable students to achieve academic  
23 success across all grade levels;

24 (46) providing services only in areas in which the  
25 school counselor has appropriate training or expertise, as  
26 well as only providing counseling or consulting services

1 within his or her employment to any student in the  
2 district or districts which employ such school counselor,  
3 in accordance with professional ethics;

4 (47) having adequate training in supervision knowledge  
5 and skills in order to supervise school counseling interns  
6 enrolled in graduate school counselor preparation programs  
7 that meet the standards established by the State Board of  
8 Education;

9 (48) being involved with State and national  
10 professional associations;

11 (49) complete the required training as outlined in  
12 Section 10-22.39;

13 (50) (blank);

14 (51) (blank);

15 (52) (blank);

16 (53) (blank);

17 (54) (blank); and ~~participating in mandates from the~~  
18 ~~State Board of Education for bullying education and~~  
19 ~~social emotional literacy; and~~

20 (55) promoting career and technical education by  
21 assisting each student to determine an appropriate  
22 postsecondary plan based upon the student's skills,  
23 strengths, and goals and assisting the student to  
24 implement the best practices that improve career or  
25 workforce readiness after high school.

26 School districts may employ a sufficient number of school



1 counselors to maintain the national and State recommended  
2 student-counselor ratio of 250 to 1. School districts may have  
3 school counselors spend at least 80% of his or her work time in  
4 direct contact with students.

5 Nothing in this Section prohibits other qualified  
6 professionals, including other endorsed school support  
7 personnel, from providing the services listed in this Section.

8 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;  
9 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for  
10 effective date of P.A. 103-542.)

11 (105 ILCS 5/10-27.1A)

12 Sec. 10-27.1A. Firearms in schools.

13 (a) All school officials, including teachers, school  
14 counselors, and support staff, shall immediately notify the  
15 office of the principal in the event that they observe any  
16 person in possession of a firearm on school grounds; provided  
17 that taking such immediate action to notify the office of the  
18 principal would not immediately endanger the health, safety,  
19 or welfare of students who are under the direct supervision of  
20 the school official or the school official. If the health,  
21 safety, or welfare of students under the direct supervision of  
22 the school official or of the school official is immediately  
23 endangered, the school official shall notify the office of the  
24 principal as soon as the students under his or her supervision  
25 and he or she are no longer under immediate danger. A report is

1 not required by this Section when the school official knows  
2 that the person in possession of the firearm is a law  
3 enforcement official engaged in the conduct of his or her  
4 official duties. Any school official acting in good faith who  
5 makes such a report under this Section shall have immunity  
6 from any civil or criminal liability that might otherwise be  
7 incurred as a result of making the report. The identity of the  
8 school official making such report shall not be disclosed  
9 except as expressly and specifically authorized by law.  
10 Knowingly and willfully failing to comply with this Section is  
11 a petty offense. A second or subsequent offense is a Class C  
12 misdemeanor.

13 (b) Upon receiving a report from any school official  
14 pursuant to this Section, or from any other person, the  
15 principal or his or her designee shall immediately notify a  
16 local law enforcement agency. If the person found to be in  
17 possession of a firearm on school grounds is a student, the  
18 principal or his or her designee shall also immediately notify  
19 that student's parent or guardian. Any principal or his or her  
20 designee acting in good faith who makes such reports under  
21 this Section shall have immunity from any civil or criminal  
22 liability that might otherwise be incurred or imposed as a  
23 result of making the reports. Knowingly and willfully failing  
24 to comply with this Section is a petty offense. A second or  
25 subsequent offense is a Class C misdemeanor. If the person  
26 found to be in possession of the firearm on school grounds is a

1 minor, the law enforcement agency shall detain that minor  
2 until such time as the agency makes a determination pursuant  
3 to clause (a) of subsection (1) of Section 5-401 of the  
4 Juvenile Court Act of 1987, as to whether the agency  
5 reasonably believes that the minor is delinquent. If the law  
6 enforcement agency determines that probable cause exists to  
7 believe that the minor committed a violation of item (4) of  
8 subsection (a) of Section 24-1 of the Criminal Code of 2012  
9 while on school grounds, the agency shall detain the minor for  
10 processing pursuant to Section 5-407 of the Juvenile Court Act  
11 of 1987.

12 (c) Upon receipt of any written, electronic, or verbal  
13 report from any school personnel regarding a verified incident  
14 involving a firearm in a school or on school owned or leased  
15 property, including any conveyance owned, leased, or used by  
16 the school for the transport of students or school personnel,  
17 the superintendent or his or her designee shall report all  
18 such firearm-related incidents occurring in a school or on  
19 school property to the local law enforcement authorities  
20 immediately, ~~who shall report to the Illinois State Police in~~  
21 ~~a form, manner, and frequency as prescribed by the Illinois~~  
22 ~~State Police.~~

23 ~~The State Board of Education shall receive an annual~~  
24 ~~statistical compilation and related data associated with~~  
25 ~~incidents involving firearms in schools from the Illinois~~  
26 ~~State Police. The State Board of Education shall compile this~~

1 ~~information by school district and make it available to the~~  
2 ~~public.~~

3 (c-5) Schools shall report any written, electronic, or  
4 verbal report of a verified incident involving a firearm made  
5 under subsection (c) to the State Board of Education through  
6 existing school incident reporting systems as they occur  
7 during the year by no later than July 31 for the previous  
8 school year. The State Board of Education shall report data by  
9 school district, as collected from school districts, and make  
10 it available to the public via its website. The local law  
11 enforcement authority shall, by March 1 of each year, report  
12 the required data from the previous year to the Illinois State  
13 Police's Illinois Uniform Crime Reporting Program, which shall  
14 be included in its annual Crime in Illinois report.

15 (d) As used in this Section, the term "firearm" shall have  
16 the meaning ascribed to it in Section 1.1 of the Firearm Owners  
17 Identification Card Act.

18 As used in this Section, the term "school" means any  
19 public or private elementary or secondary school.

20 As used in this Section, the term "school grounds"  
21 includes the real property comprising any school, any  
22 conveyance owned, leased, or contracted by a school to  
23 transport students to or from school or a school-related  
24 activity, or any public way within 1,000 feet of the real  
25 property comprising any school.

26 (Source: P.A. 102-197, eff. 7-30-21; 102-538, eff. 8-20-21;

1 102-813, eff. 5-13-22; 103-34, eff. 6-9-23.)

2 (105 ILCS 5/10-27.1B)

3 Sec. 10-27.1B. Reporting drug-related incidents in  
4 schools.

5 (a) In this Section:

6 "Drug" means "cannabis" as defined under subsection (a) of  
7 Section 3 of the Cannabis Control Act, "narcotic drug" as  
8 defined under subsection (aa) of Section 102 of the Illinois  
9 Controlled Substances Act, or "methamphetamine" as defined  
10 under Section 10 of the Methamphetamine Control and Community  
11 Protection Act.

12 "School" means any public or private elementary or  
13 secondary school.

14 (b) Upon receipt of any written, electronic, or verbal  
15 report from any school personnel regarding a verified incident  
16 involving drugs in a school or on school owned or leased  
17 property, including any conveyance owned, leased, or used by  
18 the school for the transport of students or school personnel,  
19 the superintendent or his or her designee, or other  
20 appropriate administrative officer for a private school, shall  
21 report all such drug-related incidents occurring in a school  
22 or on school property to the local law enforcement authorities  
23 immediately ~~and to the Illinois State Police in a form,~~  
24 ~~manner, and frequency as prescribed by the Illinois State~~  
25 ~~Police.~~

1           (c) (Blank). ~~The State Board of Education shall receive an~~  
2 ~~annual statistical compilation and related data associated~~  
3 ~~with drug related incidents in schools from the Illinois State~~  
4 ~~Police. The State Board of Education shall compile this~~  
5 ~~information by school district and make it available to the~~  
6 ~~public.~~

7           (d) Schools shall report any written, electronic, or  
8 verbal report of an incident involving drugs made under  
9 subsection (b) to the State Board of Education through  
10 existing school incident reporting systems as they occur  
11 during the year by no later than July 31 for the previous  
12 school year. The State Board of Education shall report data by  
13 school district, as collected from school districts, and make  
14 it available to the public via its website. The local law  
15 enforcement authority shall, by March 1 of each year, report  
16 the required data from the previous year to the Illinois State  
17 Police's Illinois Uniform Crime Reporting Program, which shall  
18 be included in its annual Crime in Illinois report.

19           (Source: P.A. 102-538, eff. 8-20-21.)

20           (105 ILCS 5/13A-8)

21           Sec. 13A-8. Funding.

22           (a) The State of Illinois shall provide funding for the  
23 alternative school programs within each educational service  
24 region and within the Chicago public school system by line  
25 item appropriation made to the State Board of Education for

1 that purpose. This money, when appropriated, shall be provided  
2 to the regional superintendent and to the Chicago Board of  
3 Education, who shall establish a budget, including salaries,  
4 for their alternative school programs. Each program shall  
5 receive funding in the amount of \$30,000 plus an amount based  
6 on the ratio of the region's or Chicago's best 3 months'  
7 average daily attendance in grades pre-kindergarten through 12  
8 to the statewide totals of these amounts. For purposes of this  
9 calculation, the best 3 months' average daily attendance for  
10 each region or Chicago shall be calculated by adding to the  
11 best 3 months' average daily attendance the number of  
12 low-income students identified in the most recently available  
13 federal census multiplied by one-half times the percentage of  
14 the region's or Chicago's low-income students to the State's  
15 total low-income students. The State Board of Education shall  
16 retain up to 1.1% of the appropriation to be used to provide  
17 technical assistance, professional development, and  
18 evaluations for the programs.

19 (a-5) Notwithstanding any other provisions of this  
20 Section, for the 1998-1999 fiscal year, the total amount  
21 distributed under subsection (a) for an alternative school  
22 program shall be not less than the total amount that was  
23 distributed under that subsection for that alternative school  
24 program for the 1997-1998 fiscal year. If an alternative  
25 school program is to receive a total distribution under  
26 subsection (a) for the 1998-1999 fiscal year that is less than

1 the total distribution that the program received under that  
2 subsection for the 1997-1998 fiscal year, that alternative  
3 school program shall also receive, from a separate  
4 appropriation made for purposes of this subsection (a-5), a  
5 supplementary payment equal to the amount by which its total  
6 distribution under subsection (a) for the 1997-1998 fiscal  
7 year exceeds the amount of the total distribution that the  
8 alternative school program receives under that subsection for  
9 the 1998-1999 fiscal year. If the amount appropriated for  
10 supplementary payments to alternative school programs under  
11 this subsection (a-5) is insufficient for that purpose, those  
12 supplementary payments shall be prorated among the alternative  
13 school programs entitled to receive those supplementary  
14 payments according to the aggregate amount of the  
15 appropriation made for purposes of this subsection (a-5).

16 (b) Regional offices of education or intermediate service  
17 centers that operate an ~~An~~ alternative school program shall be  
18 entitled to receive, for those students enrolled in the  
19 alternative school program, general State aid as calculated in  
20 subsection (K) of Section 18-8.05 or evidence-based funding as  
21 calculated in subsection (g) of Section 18-8.15 upon filing a  
22 claim as provided therein. Any time that a student who is  
23 enrolled in an alternative school program spends in work-based  
24 learning, community service, or a similar alternative  
25 educational setting shall be included in determining the  
26 student's minimum number of clock hours of daily school work



1 that constitute a day of attendance for purposes of  
2 calculating general State aid or evidence-based funding.

3 (c) An alternative school program may receive additional  
4 funding from its school districts in such amount as may be  
5 agreed upon by the parties and necessary to support the  
6 program. In addition, an alternative school program is  
7 authorized to accept and expend gifts, legacies, and grants,  
8 including but not limited to federal grants, from any source  
9 for purposes directly related to the conduct and operation of  
10 the program.

11 (Source: P.A. 100-465, eff. 8-31-17.)

12 (105 ILCS 5/13B-45)

13 Sec. 13B-45. Days and hours of attendance. An alternative  
14 learning opportunities program shall provide students with at  
15 least the minimum number of days of pupil attendance required  
16 under Section 10-19 of this Code and the minimum number of  
17 daily hours of school work required under Section 10-19.05 of  
18 this Code, provided that the State Board may approve  
19 exceptions to these requirements if the program meets all of  
20 the following conditions:

21 (1) The district plan submitted under Section  
22 13B-25.15 of this Code establishes that a program  
23 providing the required minimum number of days of  
24 attendance or daily hours of school work would not serve  
25 the needs of the program's students.

1           (2) Each day of attendance shall provide no fewer than  
2           3 clock hours of school work, as defined under Section  
3           10-19.05 of this Code.

4           (3) Each day of attendance that provides fewer than 5  
5           clock hours of school work shall also provide  
6           supplementary services, including without limitation  
7           work-based learning, student assistance programs,  
8           counseling, case management, health and fitness programs,  
9           or life-skills or conflict resolution training, in order  
10          to provide a total daily program to the student of 5 clock  
11          hours. ~~A program may claim evidence-based funding for up  
12          to 2 hours of the time each day that a student is receiving  
13          supplementary services.~~

14          (4) Each program shall provide no fewer than 174 days  
15          of actual pupil attendance during the school term;  
16          however, approved evening programs that meet the  
17          requirements of Section 13B-45 of this Code may offer less  
18          than 174 days of actual pupil attendance during the school  
19          term.

20          (Source: P.A. 100-465, eff. 8-31-17; 101-12, eff. 7-1-19.)

21           (105 ILCS 5/13B-50)

22           Sec. 13B-50. Eligibility to receive general State aid or  
23           evidence-based funding. In order to receive general State aid  
24           or evidence-based funding, the entity that operates an  
25           alternative learning opportunities program ~~programs~~ must

1 ensure that the program meets ~~meet~~ the requirements for  
2 claiming general State aid as specified in Section 18-8.05 of  
3 this Code or evidence-based funding as specified in Section  
4 18-8.15 of this Code, as applicable, with the exception of the  
5 length of the instructional day, which may be less than 5 hours  
6 of school work if the program meets the criteria set forth  
7 under Sections 13B-50.5 and 13B-50.10 of this Code and if the  
8 program is approved by the State Board.

9 (Source: P.A. 100-465, eff. 8-31-17.)

10 (105 ILCS 5/13B-50.10)

11 Sec. 13B-50.10. Additional criteria for general State aid  
12 or evidence-based funding. In order to claim general State aid  
13 or evidence-based funding, an entity that operates an  
14 alternative learning opportunities program must ensure that  
15 the program meets ~~meet~~ the following criteria:

16 (1) Teacher professional development plans should  
17 include education in the instruction of at-risk students.

18 (2) Facilities must meet the health, life, and safety  
19 requirements in this Code.

20 (3) The program must comply with all other State and  
21 federal laws applicable to education providers.

22 (Source: P.A. 100-465, eff. 8-31-17.)

23 (105 ILCS 5/13B-50.15)

24 Sec. 13B-50.15. Level of funding. Entities that operate

1 ~~approved~~ Approved alternative learning opportunities programs  
2 are entitled to claim general State aid or evidence-based  
3 funding, subject to Sections 13B-50, 13B-50.5, and 13B-50.10  
4 of this Code. ~~Approved programs operated by regional offices  
5 of education are entitled to receive general State aid at the  
6 foundation level of support. A school district or consortium  
7 must ensure that an approved program receives supplemental  
8 general State aid, transportation reimbursements, and special  
9 education resources, if appropriate, for students enrolled in  
10 the program.~~

11 (Source: P.A. 100-465, eff. 8-31-17.)

12 (105 ILCS 5/18-8.15)

13 Sec. 18-8.15. Evidence-Based Funding for student success  
14 for the 2017-2018 and subsequent school years.

15 (a) General provisions.

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

1 race, ethnicity, sexual orientation, gender, or  
2 community-income level; and is sustainable and  
3 predictable. When fully funded under this Section, every  
4 school shall have the resources, based on what the  
5 evidence indicates is needed, to:

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

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

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

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

26 (2) The Evidence-Based Funding formula under this

1 Section shall be applied to all Organizational Units in  
2 this State. The Evidence-Based Funding formula outlined in  
3 this Act is based on the formula outlined in Senate Bill 1  
4 of the 100th General Assembly, as passed by both  
5 legislative chambers. As further defined and described in  
6 this Section, there are 4 major components of the  
7 Evidence-Based Funding model:

8 (A) First, the model calculates a unique Adequacy  
9 Target for each Organizational Unit in this State that  
10 considers the costs to implement research-based  
11 activities, the unit's student demographics, and  
12 regional wage differences.

13 (B) Second, the model calculates each  
14 Organizational Unit's Local Capacity, or the amount  
15 each Organizational Unit is assumed to contribute  
16 toward its Adequacy Target from local resources.

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

22 (D) Finally, the model's distribution method  
23 allocates new State funding to those Organizational  
24 Units that are least well-funded, considering both  
25 Local Capacity and State funding, in relation to their  
26 Adequacy Target.

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

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

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

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

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

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

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

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

11 "Alternative Education Program School" means a public  
12 school serving students in any of grades kindergarten  
13 through 12 that is ~~created and~~ operated by a regional  
14 ~~superintendent of schools~~ office of education or an  
15 intermediate service center and approved by the State  
16 Board and includes (i) a program established under Section  
17 2-3.66 or 2-3.41 or (ii) a program operated by a regional  
18 office of education or an intermediate service center  
19 under Article 13A or 13B.

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

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



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

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

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

1           3 school years. For fiscal year 2019 and each subsequent  
2           fiscal year, "Average Student Enrollment" or "ASE" means,  
3           for an Organizational Unit, the greater of the average  
4           number of students (grades K through 12) reported to the  
5           State Board as enrolled in the Organizational Unit on  
6           October 1 and March 1 in the immediately preceding school  
7           year, plus the pre-kindergarten students who receive  
8           special education services as reported to the State Board  
9           on October 1 and March 1 in the immediately preceding  
10          school year, or the average number of students (grades K  
11          through 12) reported to the State Board as enrolled in the  
12          Organizational Unit on October 1 and March 1, plus the  
13          pre-kindergarten students who receive special education  
14          services as reported to the State Board on October 1 and  
15          March 1, for each of the immediately preceding 3 school  
16          years. For the purposes of this definition, "enrolled in  
17          the Organizational Unit" means the number of students  
18          reported to the State Board who are enrolled in schools  
19          within the Organizational Unit that the student attends or  
20          would attend if not placed or transferred to another  
21          school or program to receive needed services. For the  
22          purposes of calculating "ASE", all students, grades K  
23          through 12, excluding those attending kindergarten for a  
24          half day and students attending an alternative education  
25          program operated by a regional office of education or  
26          intermediate service center, shall be counted as 1.0. All

1 students attending kindergarten for a half day shall be  
2 counted as 0.5, unless in 2017 by June 15 or by March 1 in  
3 subsequent years, the school district reports to the State  
4 Board of Education the intent to implement full-day  
5 kindergarten district-wide for all students, then all  
6 students attending kindergarten shall be counted as 1.0.  
7 Special education pre-kindergarten students shall be  
8 counted as 0.5 each. If the State Board does not collect or  
9 has not collected both an October 1 and March 1 enrollment  
10 count by grade or a December 1 collection of special  
11 education pre-kindergarten students as of August 31, 2017  
12 (the effective date of Public Act 100-465), it shall  
13 establish such collection for all future years. For any  
14 year in which a count by grade level was collected only  
15 once, that count shall be used as the single count  
16 available for computing a 3-year average ASE. Funding for  
17 students enrolled in alternative education programs  
18 operated by a regional office of education or an  
19 intermediate service center must be calculated using the  
20 Evidence-Based Funding formula under this Section for the  
21 2019-2020 school year and each subsequent school year  
22 until a separate adequacy formula is developed ~~formulas~~  
23 ~~are developed and adopted for each type of program.~~ ASE  
24 for ~~a program operated by~~ a regional office of education  
25 or an intermediate service center must be determined by  
26 the March 1 enrollment for its alternative education

1        programs ~~the program~~. For the 2019-2020 school year, the  
2        ASE used in the calculation must be the first-year ASE  
3        and, in that year only, the assignment of students served  
4        by a regional office of education or intermediate service  
5        center shall not result in a reduction of the March  
6        enrollment for any school district. For the 2020-2021  
7        school year, the ASE must be the greater of the  
8        current-year ASE or the 2-year average ASE. Beginning with  
9        the 2021-2022 school year, the ASE must be the greater of  
10       the current-year ASE or the 3-year average ASE. School  
11       districts shall submit the data for the ASE calculation to  
12       the State Board within 45 days of the dates required in  
13       this Section for submission of enrollment data in order  
14       for it to be included in the ASE calculation. For fiscal  
15       year 2018 only, the ASE calculation shall include only  
16       enrollment taken on October 1. In recognition of the  
17       impact of COVID-19, the definition of "Average Student  
18       Enrollment" or "ASE" shall be adjusted for calculations  
19       under this Section for fiscal years 2022 through 2024. For  
20       fiscal years 2022 through 2024, the enrollment used in the  
21       calculation of ASE representing the 2020-2021 school year  
22       shall be the greater of the enrollment for the 2020-2021  
23       school year or the 2019-2020 school year.

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

26                "Base Funding Minimum" is defined in subsection (e) of

1           this Section.

2           "Base Tax Year" means the property tax levy year used  
3           to calculate the Budget Year allocation of primary State  
4           aid.

5           "Base Tax Year's Extension" means the product of the  
6           equalized assessed valuation utilized by the county clerk  
7           in the Base Tax Year multiplied by the limiting rate as  
8           calculated by the county clerk and defined in PTELL.

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

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

20          "Central office" means individual administrators and  
21          support service personnel charged with managing the  
22          instructional programs, business and operations, and  
23          security of the Organizational Unit.

24          "Comparable Wage Index" or "CWI" means a regional cost  
25          differentiation metric that measures systemic, regional  
26          variations in the salaries of college graduates who are

1 not educators. The CWI utilized for this Section shall,  
2 for the first 3 years of Evidence-Based Funding  
3 implementation, be the CWI initially developed by the  
4 National Center for Education Statistics, as most recently  
5 updated by Texas A & M University. In the fourth and  
6 subsequent years of Evidence-Based Funding implementation,  
7 the State Superintendent shall re-determine the CWI using  
8 a similar methodology to that identified in the Texas A & M  
9 University study, with adjustments made no less frequently  
10 than once every 5 years.

11 "Computer technology and equipment" means computers  
12 servers, notebooks, network equipment, copiers, printers,  
13 instructional software, security software, curriculum  
14 management courseware, and other similar materials and  
15 equipment.

16 "Computer technology and equipment investment  
17 allocation" means the final Adequacy Target amount of an  
18 Organizational Unit assigned to Tier 1 or Tier 2 in the  
19 prior school year attributable to the additional \$285.50  
20 per student computer technology and equipment investment  
21 grant divided by the Organizational Unit's final Adequacy  
22 Target, the result of which shall be multiplied by the  
23 amount of new funding received pursuant to this Section.  
24 An Organizational Unit assigned to a Tier 1 or Tier 2 final  
25 Adequacy Target attributable to the received computer  
26 technology and equipment investment grant shall include

1 all additional investments in computer technology and  
2 equipment adequacy elements.

3 "Core subject" means mathematics; science; reading,  
4 English, writing, and language arts; history and social  
5 studies; world languages; and subjects taught as Advanced  
6 Placement in high schools.

7 "Core teacher" means a regular classroom teacher in  
8 elementary schools and teachers of a core subject in  
9 middle and high schools.

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

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

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

26 "ECI" means the Bureau of Labor Statistics' national

1 employment cost index for civilian workers in educational  
2 services in elementary and secondary schools on a  
3 cumulative basis for the 12-month calendar year preceding  
4 the fiscal year of the Evidence-Based Funding calculation.

5 "EIS Data" means the employment information system  
6 data maintained by the State Board on educators within  
7 Organizational Units.

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

14 "English learner" or "EL" means a child included in  
15 the definition of "English learners" under Section 14C-2  
16 of this Code participating in a program of transitional  
17 bilingual education or a transitional program of  
18 instruction meeting the requirements and program  
19 application procedures of Article 14C of this Code. For  
20 the purposes of collecting the number of EL students  
21 enrolled, the same collection and calculation methodology  
22 as defined above for "ASE" shall apply to English  
23 learners, with the exception that EL student enrollment  
24 shall include students in grades pre-kindergarten through  
25 12.

26 "Essential Elements" means those elements, resources,



1 and educational programs that have been identified through  
2 academic research as necessary to improve student success,  
3 improve academic performance, close achievement gaps, and  
4 provide for other per student costs related to the  
5 delivery and leadership of the Organizational Unit, as  
6 well as the maintenance and operations of the unit, and  
7 which are specified in paragraph (2) of subsection (b) of  
8 this Section.

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

11 "Extended day" means academic and enrichment programs  
12 provided to students outside the regular school day before  
13 and after school or during non-instructional times during  
14 the school day.

15 "Extension Limitation Ratio" means a numerical ratio  
16 in which the numerator is the Base Tax Year's Extension  
17 and the denominator is the Preceding Tax Year's Extension.

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

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

22 "Full-time equivalent" or "FTE" means the full-time  
23 equivalency compensation for staffing the relevant  
24 position at an Organizational Unit.

25 "Funding Gap" is defined in paragraph (1) of  
26 subsection (g).

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

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

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

20           "Instructional materials" means relevant  
21 instructional materials for student instruction,  
22 including, but not limited to, textbooks, consumable  
23 workbooks, laboratory equipment, library books, and other  
24 similar materials.

25           "Laboratory School" means a public school that is  
26 created and operated by a public university and approved

1 by the State Board.

2 "Librarian" means a teacher with an endorsement as a  
3 library information specialist or another individual whose  
4 primary responsibility is overseeing library resources  
5 within an Organizational Unit.

6 "Limiting rate for Hybrid Districts" means the  
7 combined elementary school and high school limiting rates.

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

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

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

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

16 "Low-Income Count" means, for an Organizational Unit  
17 in a fiscal year, the higher of the average number of  
18 students for the prior school year or the immediately  
19 preceding 3 school years who, as of July 1 of the  
20 immediately preceding fiscal year (as determined by the  
21 Department of Human Services), are eligible for at least  
22 one of the following low-income programs: Medicaid, the  
23 Children's Health Insurance Program, Temporary Assistance  
24 for Needy Families (TANF), or the Supplemental Nutrition  
25 Assistance Program, excluding pupils who are eligible for  
26 services provided by the Department of Children and Family

1 Services. Until such time that grade level low-income  
2 populations become available, grade level low-income  
3 populations shall be determined by applying the low-income  
4 percentage to total student enrollments by grade level.  
5 The low-income percentage is determined by dividing the  
6 Low-Income Count by the Average Student Enrollment. The  
7 low-income percentage for programs operated by a regional  
8 office of education or an intermediate service center must  
9 be set to the weighted average of the low-income  
10 percentages of all of the school districts in the service  
11 region. The weighted low-income percentage is the result  
12 of multiplying the low-income percentage of each school  
13 district served by the regional office of education or  
14 intermediate service center by each school district's  
15 Average Student Enrollment, summarizing those products and  
16 dividing the total by the total Average Student Enrollment  
17 for the service region.

18 "Maintenance and operations" means custodial services,  
19 facility and ground maintenance, facility operations,  
20 facility security, routine facility repairs, and other  
21 similar services and functions.

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

24 "New Property Tax Relief Pool Funds" means, for any  
25 given fiscal year, all State funds appropriated under  
26 Section 2-3.170 of this Code.

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

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

10 "Operating Tax Rate" means the rate utilized in the  
11 previous year to extend property taxes for all purposes,  
12 except Bond and Interest, Summer School, Rent, Capital  
13 Improvement, and Vocational Education Building purposes.  
14 For Hybrid Districts, the Operating Tax Rate shall be the  
15 combined elementary and high school rates utilized in the  
16 previous year to extend property taxes for all purposes,  
17 except Bond and Interest, Summer School, Rent, Capital  
18 Improvement, and Vocational Education Building purposes.

19 "Organizational Unit" means a Laboratory School or any  
20 public school district that is recognized as such by the  
21 State Board and that contains elementary schools typically  
22 serving kindergarten through 5th grades, middle schools  
23 typically serving 6th through 8th grades, or high schools  
24 typically serving 9th through 12th grades, ~~a program~~  
25 ~~established under Section 2-3.66 or 2-3.41, or a program~~  
26 ~~operated by~~ a regional office of education or an

1 intermediate service center that operates one or more  
2 alternative education programs ~~under Article 13A or 13B.~~

3 The General Assembly acknowledges that the actual grade  
4 levels served by a particular Organizational Unit may vary  
5 slightly from what is typical.

6 "Organizational Unit CWI" is determined by calculating  
7 the CWI in the region and original county in which an  
8 Organizational Unit's primary administrative office is  
9 located as set forth in this paragraph, provided that if  
10 the Organizational Unit CWI as calculated in accordance  
11 with this paragraph is less than 0.9, the Organizational  
12 Unit CWI shall be increased to 0.9. Each county's current  
13 CWI value shall be adjusted based on the CWI value of that  
14 county's neighboring Illinois counties, to create a  
15 "weighted adjusted index value". This shall be calculated  
16 by summing the CWI values of all of a county's adjacent  
17 Illinois counties and dividing by the number of adjacent  
18 Illinois counties, then taking the weighted value of the  
19 original county's CWI value and the adjacent Illinois  
20 county average. To calculate this weighted value, if the  
21 number of adjacent Illinois counties is greater than 2,  
22 the original county's CWI value will be weighted at 0.25  
23 and the adjacent Illinois county average will be weighted  
24 at 0.75. If the number of adjacent Illinois counties is 2,  
25 the original county's CWI value will be weighted at 0.33  
26 and the adjacent Illinois county average will be weighted

1 at 0.66. The greater of the county's current CWI value and  
2 its weighted adjusted index value shall be used as the  
3 Organizational Unit CWI.

4 "Preceding Tax Year" means the property tax levy year  
5 immediately preceding the Base Tax Year.

6 "Preceding Tax Year's Extension" means the product of  
7 the equalized assessed valuation utilized by the county  
8 clerk in the Preceding Tax Year multiplied by the  
9 Operating Tax Rate.

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

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

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

16 "Professional development" means training programs for  
17 licensed staff in schools, including, but not limited to,  
18 programs that assist in implementing new curriculum  
19 programs, provide data focused or academic assessment data  
20 training to help staff identify a student's weaknesses and  
21 strengths, target interventions, improve instruction,  
22 encompass instructional strategies for English learner,  
23 gifted, or at-risk students, address inclusivity, cultural  
24 sensitivity, or implicit bias, or otherwise provide  
25 professional support for licensed staff.

26 "Prototypical" means 450 special education

1 pre-kindergarten and kindergarten through grade 5 students  
2 for an elementary school, 450 grade 6 through 8 students  
3 for a middle school, and 600 grade 9 through 12 students  
4 for a high school.

5 "PTELL" means the Property Tax Extension Limitation  
6 Law.

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

9 "Pupil support staff" means a nurse, psychologist,  
10 social worker, family liaison personnel, or other staff  
11 member who provides support to at-risk or struggling  
12 students.

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

15 "Regionalization Factor" means, for a particular  
16 Organizational Unit, the figure derived by dividing the  
17 Organizational Unit CWI by the Statewide Weighted CWI.

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

21 "School site staff" means the primary school secretary  
22 and any additional clerical personnel assigned to a  
23 school.

24 "Special education" means special educational  
25 facilities and services, as defined in Section 14-1.08 of  
26 this Code.



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

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

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

25 "Supplemental Grant Funding" means supplemental  
26 general State aid funding received by an Organizational

1 Unit during the 2016-2017 school year pursuant to  
2 subsection (H) of Section 18-8.05 of this Code (now  
3 repealed).

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

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

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

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

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

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

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

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

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

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

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

1 on ASE counts in excess of or less than the thresholds set  
2 forth 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  
8 as 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 school counselor investments. Each  
12 Organizational Unit shall receive the funding needed  
13 to cover one FTE school 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 school counselor for each 250  
17 grades 6 through 8 ASE middle school students, plus  
18 one FTE school counselor for each 250 grades 9 through  
19 12 ASE high school students.

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

26 (H) Supervisory aide investments. Each

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

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

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

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

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

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

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

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

24          (P) Assessment investments. Each Organizational  
25          Unit shall receive \$25 per student of the combined ASE  
26          of pre-kindergarten children with disabilities and all



1 kindergarten through grade 12 students to cover  
2 assessment costs.

3 (Q) Computer technology and equipment investments.  
4 Each Organizational Unit shall receive \$285.50 per  
5 student of the combined ASE of pre-kindergarten  
6 children with disabilities and all kindergarten  
7 through grade 12 students to cover computer technology  
8 and equipment costs. For the 2018-2019 school year and  
9 subsequent school years, Organizational Units assigned  
10 to Tier 1 and Tier 2 in the prior school year shall  
11 receive an additional \$285.50 per student of the  
12 combined ASE of pre-kindergarten children with  
13 disabilities and all kindergarten through grade 12  
14 students to cover computer technology and equipment  
15 costs in the Organizational Unit's Adequacy Target.  
16 The State Board may establish additional requirements  
17 for Organizational Unit expenditures of funds received  
18 pursuant to this subparagraph (Q), including a  
19 requirement that funds received pursuant to this  
20 subparagraph (Q) may be used only for serving the  
21 technology needs of the district. It is the intent of  
22 Public Act 100-465 that all Tier 1 and Tier 2 districts  
23 receive the addition to their Adequacy Target in the  
24 following year, subject to compliance with the  
25 requirements of the State Board.

26 (R) Student activities investments. Each

1 Organizational Unit shall receive the following  
2 funding amounts to cover student activities: \$100 per  
3 kindergarten through grade 5 ASE student in elementary  
4 school, plus \$200 per ASE student in middle school,  
5 plus \$675 per ASE student in high school.

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

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

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

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

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

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

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

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

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

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

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

26 (ii) one FTE pupil support staff position for

1 every 125 English learner students;

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

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

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

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

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

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

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

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

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

6 (A) Teacher for grades K through 8.

7 (B) Teacher for grades 9 through 12.

8 (C) Teacher for grades K through 12.

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

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

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

12 (G) Social worker.

13 (H) Psychologist.

14 (I) Librarian.

15 (J) Nurse.

16 (K) Principal.

17 (L) Assistant principal.

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

1 12 shall apply.

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

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

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

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

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

19 (c) Local Capacity calculation.

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

1 to or less than its Local Capacity Target or (ii) the  
2 Organizational Unit's Adjusted Local Capacity, as  
3 calculated in accordance with paragraph (3) of this  
4 subsection (c) if Real Receipts are more than its Local  
5 Capacity Target.

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

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

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

25 (i) for Organizational Units serving grades  
26 kindergarten through 12 and Hybrid Districts, no



1 further adjustments shall be made;

2 (ii) for Organizational Units serving grades  
3 kindergarten through 8, the ratio shall be  
4 multiplied by 9/13;

5 (iii) for Organizational Units serving grades  
6 9 through 12, the Local Capacity Ratio shall be  
7 multiplied by 4/13; and

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

13 (C) The Local Capacity Percentage is equal to the  
14 percentile ranking of the district. Local Capacity  
15 Percentage converts each Organizational Unit's Local  
16 Capacity Ratio to a cumulative distribution resulting  
17 in a percentile ranking to determine each  
18 Organizational Unit's relative position to all other  
19 Organizational Units in this State. The Local Capacity  
20 Percentage cumulative distribution resulting in a  
21 percentile ranking for each Organizational Unit shall  
22 be calculated using the standard normal distribution  
23 of the score in relation to the weighted mean and  
24 weighted standard deviation and Local Capacity Ratios  
25 of all Organizational Units. If the value assigned to  
26 any Organizational Unit is in excess of 90%, the value

1 shall be adjusted to 90%. For Laboratory Schools, the  
2 Local Capacity Percentage shall be set at 10% in  
3 recognition of the absence of EAV and resources from  
4 the public university that are allocated to the  
5 Laboratory School. For programs operated by a regional  
6 office of education or an intermediate service center,  
7 the Local Capacity Percentage must be set at 10% in  
8 recognition of the absence of EAV and resources from  
9 school districts that are allocated to the regional  
10 office of education or intermediate service center.  
11 The weighted mean for the Local Capacity Percentage  
12 shall be determined by multiplying each Organizational  
13 Unit's Local Capacity Ratio times the ASE for the unit  
14 creating a weighted value, summing the weighted values  
15 of all Organizational Units, and dividing by the total  
16 ASE of all Organizational Units. The weighted standard  
17 deviation shall be determined by taking the square  
18 root of the weighted variance of all Organizational  
19 Units' Local Capacity Ratio, where the variance is  
20 calculated by squaring the difference between each  
21 unit's Local Capacity Ratio and the weighted mean,  
22 then multiplying the variance for each unit times the  
23 ASE for the unit to create a weighted variance for each  
24 unit, then summing all units' weighted variance and  
25 dividing by the total ASE of all units.

26 (D) For any Organizational Unit, the

1 Organizational Unit's Adjusted Local Capacity Target  
2 shall be reduced by either (i) the school board's  
3 remaining contribution pursuant to paragraph (ii) of  
4 subsection (b-4) of Section 16-158 of the Illinois  
5 Pension Code in a given year or (ii) the board of  
6 education's remaining contribution pursuant to  
7 paragraph (iv) of subsection (b) of Section 17-129 of  
8 the Illinois Pension Code absent the employer normal  
9 cost portion of the required contribution and amount  
10 allowed pursuant to subdivision (3) of Section  
11 17-142.1 of the Illinois Pension Code in a given year.  
12 In the preceding sentence, item (i) shall be certified  
13 to the State Board of Education by the Teachers'  
14 Retirement System of the State of Illinois and item  
15 (ii) shall be certified to the State Board of  
16 Education by the Public School Teachers' Pension and  
17 Retirement Fund of the City of Chicago.

18 (3) If an Organizational Unit's Real Receipts are more  
19 than its Local Capacity Target, then its Local Capacity  
20 shall equal an Adjusted Local Capacity Target as  
21 calculated in accordance with this paragraph (3). The  
22 Adjusted Local Capacity Target is calculated as the sum of  
23 the Organizational Unit's Local Capacity Target and its  
24 Real Receipts Adjustment. The Real Receipts Adjustment  
25 equals the Organizational Unit's Real Receipts less its  
26 Local Capacity Target, with the resulting figure

1 multiplied by the Local Capacity Percentage.

2 As used in this paragraph (3), "Real Percent of  
3 Adequacy" means the sum of an Organizational Unit's Real  
4 Receipts, CPPRT, and Base Funding Minimum, with the  
5 resulting figure divided by the Organizational Unit's  
6 Adequacy Target.

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

9 (1) An Organizational Unit's Real Receipts are the  
10 product of its Applicable Tax Rate and its Adjusted EAV.  
11 An Organizational Unit's Applicable Tax Rate is its  
12 Adjusted Operating Tax Rate for property within the  
13 Organizational Unit.

14 (2) The State Superintendent shall calculate the  
15 equalized assessed valuation, or EAV, of all taxable  
16 property of each Organizational Unit as of September 30 of  
17 the previous year in accordance with paragraph (3) of this  
18 subsection (d). The State Superintendent shall then  
19 determine the Adjusted EAV of each Organizational Unit in  
20 accordance with paragraph (4) of this subsection (d),  
21 which Adjusted EAV figure shall be used for the purposes  
22 of calculating Local Capacity.

23 (3) To calculate Real Receipts and EAV, the Department  
24 of Revenue shall supply to the State Superintendent the  
25 value as equalized or assessed by the Department of  
26 Revenue of all taxable property of every Organizational

1 Unit, together with (i) the applicable tax rate used in  
2 extending taxes for the funds of the Organizational Unit  
3 as of September 30 of the previous year and (ii) the  
4 limiting rate for all Organizational Units subject to  
5 property tax extension limitations as imposed under PTELL.

6 (A) The Department of Revenue shall add to the  
7 equalized assessed value of all taxable property of  
8 each Organizational Unit situated entirely or  
9 partially within a county that is or was subject to the  
10 provisions of Section 15-176 or 15-177 of the Property  
11 Tax Code (i) an amount equal to the total amount by  
12 which the homestead exemption allowed under Section  
13 15-176 or 15-177 of the Property Tax Code for real  
14 property situated in that Organizational Unit exceeds  
15 the total amount that would have been allowed in that  
16 Organizational Unit if the maximum reduction under  
17 Section 15-176 was (I) \$4,500 in Cook County or \$3,500  
18 in all other counties in tax year 2003 or (II) \$5,000  
19 in all counties in tax year 2004 and thereafter and  
20 (ii) an amount equal to the aggregate amount for the  
21 taxable year of all additional exemptions under  
22 Section 15-175 of the Property Tax Code for owners  
23 with a household income of \$30,000 or less. The county  
24 clerk of any county that is or was subject to the  
25 provisions of Section 15-176 or 15-177 of the Property  
26 Tax Code shall annually calculate and certify to the

1 Department of Revenue for each Organizational Unit all  
2 homestead exemption amounts under Section 15-176 or  
3 15-177 of the Property Tax Code and all amounts of  
4 additional exemptions under Section 15-175 of the  
5 Property Tax Code for owners with a household income  
6 of \$30,000 or less. It is the intent of this  
7 subparagraph (A) that if the general homestead  
8 exemption for a parcel of property is determined under  
9 Section 15-176 or 15-177 of the Property Tax Code  
10 rather than Section 15-175, then the calculation of  
11 EAV shall not be affected by the difference, if any,  
12 between the amount of the general homestead exemption  
13 allowed for that parcel of property under Section  
14 15-176 or 15-177 of the Property Tax Code and the  
15 amount that would have been allowed had the general  
16 homestead exemption for that parcel of property been  
17 determined under Section 15-175 of the Property Tax  
18 Code. It is further the intent of this subparagraph  
19 (A) that if additional exemptions are allowed under  
20 Section 15-175 of the Property Tax Code for owners  
21 with a household income of less than \$30,000, then the  
22 calculation of EAV shall not be affected by the  
23 difference, if any, because of those additional  
24 exemptions.

25 (B) With respect to any part of an Organizational  
26 Unit within a redevelopment project area in respect to

1           which a municipality has adopted tax increment  
2           allocation financing pursuant to the Tax Increment  
3           Allocation Redevelopment Act, Division 74.4 of Article  
4           11 of the Illinois Municipal Code, or the Industrial  
5           Jobs Recovery Law, Division 74.6 of Article 11 of the  
6           Illinois Municipal Code, no part of the current EAV of  
7           real property located in any such project area that is  
8           attributable to an increase above the total initial  
9           EAV of such property shall be used as part of the EAV  
10          of the Organizational Unit, until such time as all  
11          redevelopment project costs have been paid, as  
12          provided in Section 11-74.4-8 of the Tax Increment  
13          Allocation Redevelopment Act or in Section 11-74.6-35  
14          of the Industrial Jobs Recovery Law. For the purpose  
15          of the EAV of the Organizational Unit, the total  
16          initial EAV or the current EAV, whichever is lower,  
17          shall be used until such time as all redevelopment  
18          project costs have been paid.

19               (B-5) The real property equalized assessed  
20               valuation for a school district shall be adjusted by  
21               subtracting from the real property value, as equalized  
22               or assessed by the Department of Revenue, for the  
23               district an amount computed by dividing the amount of  
24               any abatement of taxes under Section 18-170 of the  
25               Property Tax Code by 3.00% for a district maintaining  
26               grades kindergarten through 12, by 2.30% for a

1 district maintaining grades kindergarten through 8, or  
2 by 1.05% for a district maintaining grades 9 through  
3 12 and adjusted by an amount computed by dividing the  
4 amount of any abatement of taxes under subsection (a)  
5 of Section 18-165 of the Property Tax Code by the same  
6 percentage rates for district type as specified in  
7 this subparagraph (B-5).

8 (C) For Organizational Units that are Hybrid  
9 Districts, the State Superintendent shall use the  
10 lesser of the adjusted equalized assessed valuation  
11 for property within the partial elementary unit  
12 district for elementary purposes, as defined in  
13 Article 11E of this Code, or the adjusted equalized  
14 assessed valuation for property within the partial  
15 elementary unit district for high school purposes, as  
16 defined in Article 11E of this Code.

17 (D) If a school district's boundaries span  
18 multiple counties, then the Department of Revenue  
19 shall send to the State Board, for the purposes of  
20 calculating Evidence-Based Funding, the limiting rate  
21 and individual rates by purpose for the county that  
22 contains the majority of the school district's  
23 equalized assessed valuation.

24 (4) An Organizational Unit's Adjusted EAV shall be the  
25 average of its EAV over the immediately preceding 3 years  
26 or the lesser of its EAV in the immediately preceding year



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

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

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

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

23 (e) Base Funding Minimum calculation.

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

1 Organizational Unit or Specially Funded Unit during the  
2 2016-2017 school year prior to any adjustments and  
3 specified appropriation amounts described in this  
4 paragraph (1) from the following Sections, as calculated  
5 by the State Superintendent: Section 18-8.05 of this Code  
6 (now repealed); Section 5 of Article 224 of Public Act  
7 99-524 (equity grants); Section 14-7.02b of this Code  
8 (funding for children requiring special education  
9 services); Section 14-13.01 of this Code (special  
10 education facilities and staffing), except for  
11 reimbursement of the cost of transportation pursuant to  
12 Section 14-13.01; Section 14C-12 of this Code (English  
13 learners); and Section 18-4.3 of this Code (summer  
14 school), based on an appropriation level of \$13,121,600.  
15 For a school district organized under Article 34 of this  
16 Code, the Base Funding Minimum also includes (i) the funds  
17 allocated to the school district pursuant to Section 1D-1  
18 of this Code attributable to funding programs authorized  
19 by the Sections of this Code listed in the preceding  
20 sentence and (ii) the difference between (I) the funds  
21 allocated to the school district pursuant to Section 1D-1  
22 of this Code attributable to the funding programs  
23 authorized by Section 14-7.02 (non-public special  
24 education reimbursement), subsection (b) of Section  
25 14-13.01 (special education transportation), Section 29-5  
26 (transportation), Section 2-3.80 (agricultural

1 education), Section 2-3.66 (truants' alternative  
2 education), Section 2-3.62 (educational service centers),  
3 and Section 14-7.03 (special education - orphanage) of  
4 this Code and Section 15 of the Childhood Hunger Relief  
5 Act (free breakfast program) and (II) the school  
6 district's actual expenditures for its non-public special  
7 education, special education transportation,  
8 transportation programs, agricultural education, truants'  
9 alternative education, services that would otherwise be  
10 performed by a regional office of education, special  
11 education orphanage expenditures, and free breakfast, as  
12 most recently calculated and reported pursuant to  
13 subsection (f) of Section 1D-1 of this Code. The Base  
14 Funding Minimum for Glenwood Academy shall be \$952,014.  
15 For programs operated by a regional office of education or  
16 an intermediate service center, the Base Funding Minimum  
17 must be the total amount of State funds allocated to those  
18 programs in the 2018-2019 school year and amounts provided  
19 pursuant to Article 34 of Public Act 100-586 and Section  
20 3-16 of this Code. All programs established after June 5,  
21 2019 (the effective date of Public Act 101-10) and  
22 administered by a regional office of education or an  
23 intermediate service center must have an initial Base  
24 Funding Minimum set to an amount equal to the first-year  
25 ASE multiplied by the amount of per pupil funding received  
26 in the previous school year by the lowest funded similar

1 existing program type. If the enrollment for a program  
2 operated by a regional office of education or an  
3 intermediate service center is zero, then it may not  
4 receive Base Funding Minimum funds for that program in the  
5 next fiscal year, and those funds must be distributed to  
6 Organizational Units under subsection (g).

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

14 For the 2022-2023 school year, the Base Funding  
15 Minimum of Organizational Units shall be the amounts  
16 recalculated by the State Board of Education for Fiscal  
17 Year 2019 through Fiscal Year 2022 that were necessary due  
18 to average student enrollment errors for districts  
19 organized under Article 34 of this Code, plus the Fiscal  
20 Year 2022 property tax relief grants provided under  
21 Section 2-3.170 of this Code, ensuring each Organizational  
22 Unit has the correct amount of resources for Fiscal Year  
23 2023 Evidence-Based Funding calculations and that Fiscal  
24 Year 2023 Evidence-Based Funding Distributions are made in  
25 accordance with this Section.

26 (2.5) Beginning with the 2024-2025 school year, the

1       Base Funding Minimum calculated for a regional office of  
2       education or intermediate service center shall be equal to  
3       the sum of the Base Funding Minimum amounts distributed to  
4       all alternative education programs operated by the  
5       regional office of education or intermediate service  
6       center in the prior school year.

7           (3) Subject to approval by the General Assembly as  
8       provided in this paragraph (3), an Organizational Unit  
9       that meets all of the following criteria, as determined by  
10      the State Board, shall have District Intervention Money  
11      added to its Base Funding Minimum at the time the Base  
12      Funding Minimum is calculated by the State Board:

13           (A) The Organizational Unit is operating under an  
14      Independent Authority under Section 2-3.25f-5 of this  
15      Code for a minimum of 4 school years or is subject to  
16      the control of the State Board pursuant to a court  
17      order for a minimum of 4 school years.

18           (B) The Organizational Unit was designated as a  
19      Tier 1 or Tier 2 Organizational Unit in the previous  
20      school year under paragraph (3) of subsection (g) of  
21      this Section.

22           (C) The Organizational Unit demonstrates  
23      sustainability through a 5-year financial and  
24      strategic plan.

25           (D) The Organizational Unit has made sufficient  
26      progress and achieved sufficient stability in the

1 areas of governance, academic growth, and finances.

2 As part of its determination under this paragraph (3),  
3 the State Board may consider the Organizational Unit's  
4 summative designation, any accreditations of the  
5 Organizational Unit, or the Organizational Unit's  
6 financial profile, as calculated by the State Board.

7 If the State Board determines that an Organizational  
8 Unit has met the criteria set forth in this paragraph (3),  
9 it must submit a report to the General Assembly, no later  
10 than January 2 of the fiscal year in which the State Board  
11 makes its determination, on the amount of District  
12 Intervention Money to add to the Organizational Unit's  
13 Base Funding Minimum. The General Assembly must review the  
14 State Board's report and may approve or disapprove, by  
15 joint resolution, the addition of District Intervention  
16 Money. If the General Assembly fails to act on the report  
17 within 40 calendar days from the receipt of the report,  
18 the addition of District Intervention Money is deemed  
19 approved. If the General Assembly approves the amount of  
20 District Intervention Money to be added to the  
21 Organizational Unit's Base Funding Minimum, the District  
22 Intervention Money must be added to the Base Funding  
23 Minimum annually thereafter.

24 For the first 4 years following the initial year that  
25 the State Board determines that an Organizational Unit has  
26 met the criteria set forth in this paragraph (3) and has

1 received funding under this Section, the Organizational  
2 Unit must annually submit to the State Board, on or before  
3 November 30, a progress report regarding its financial and  
4 strategic plan under subparagraph (C) of this paragraph  
5 (3). The plan shall include the financial data from the  
6 past 4 annual financial reports or financial audits that  
7 must be presented to the State Board by November 15 of each  
8 year and the approved budget financial data for the  
9 current year. The plan shall be developed according to the  
10 guidelines presented to the Organizational Unit by the  
11 State Board. The plan shall further include financial  
12 projections for the next 3 fiscal years and include a  
13 discussion and financial summary of the Organizational  
14 Unit's facility needs. If the Organizational Unit does not  
15 demonstrate sufficient progress toward its 5-year plan or  
16 if it has failed to file an annual financial report, an  
17 annual budget, a financial plan, a deficit reduction plan,  
18 or other financial information as required by law, the  
19 State Board may establish a Financial Oversight Panel  
20 under Article 1H of this Code. However, if the  
21 Organizational Unit already has a Financial Oversight  
22 Panel, the State Board may extend the duration of the  
23 Panel.

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

25 (1) The Evidence-Based Funding formula establishes a  
26 Percent of Adequacy for each Organizational Unit in order



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

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

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

25 (4) An Organizational Unit's Final Percent of Adequacy  
26 is its Final Resources divided by its Adequacy Target. An

1 Organizational Unit's Adjusted Base Funding Minimum is  
2 equal to its Base Funding Minimum less its Supplemental  
3 Grant Funding, with the resulting figure added to the  
4 product of its Supplemental Grant Funding and Preliminary  
5 Percent of Adequacy.

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

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

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

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

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

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

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

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

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

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

26 (4) The Allocation Rates for Tiers 1 through 4 are

1 determined as follows:

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

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

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

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

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

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

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

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

24 (6) If, at any point, the Tier 1 Target Ratio is  
25 greater than 90%, then all Tier 1 funding shall be  
26 allocated to Tier 2 and no Tier 1 Organizational Unit's

1 funding may be identified.

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

6 (8) If any Specially Funded Units, excluding Glenwood  
7 Academy, recognized by the State Board do not qualify for  
8 direct funding following the implementation of Public Act  
9 100-465 from any of the funding sources included within  
10 the definition of Base Funding Minimum, the unqualified  
11 portion of the Base Funding Minimum shall be transferred  
12 to one or more appropriate Organizational Units as  
13 determined by the State Superintendent based on the prior  
14 year ASE of the Organizational Units.

15 (8.5) If a school district withdraws from a special  
16 education cooperative, the portion of the Base Funding  
17 Minimum that is attributable to the school district may be  
18 redistributed to the school district upon withdrawal. The  
19 school district and the cooperative must include the  
20 amount of the Base Funding Minimum that is to be  
21 reapportioned in their withdrawal agreement and notify the  
22 State Board of the change with a copy of the agreement upon  
23 withdrawal.

24 (9) The Minimum Funding Level is intended to establish  
25 a target for State funding that will keep pace with  
26 inflation and continue to advance equity through the

1 Evidence-Based Funding formula. The target for State  
2 funding of New Property Tax Relief Pool Funds is  
3 \$50,000,000 for State fiscal year 2019 and subsequent  
4 State fiscal years. The Minimum Funding Level is equal to  
5 \$350,000,000. In addition to any New State Funds, no more  
6 than \$50,000,000 New Property Tax Relief Pool Funds may be  
7 counted toward the Minimum Funding Level. If the sum of  
8 New State Funds and applicable New Property Tax Relief  
9 Pool Funds are less than the Minimum Funding Level, than  
10 funding for tiers shall be reduced in the following  
11 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 in  
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  
10 for purposes of Section 2-3.170 of this Code up to a  
11 maximum of \$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  
3 to Organizational Units in Tier 3 or Tier 4 exceed an  
4 amount 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 under this  
22 Section. No Evidence-Based Funding shall be distributed  
23 within an Organizational Unit without the approval of the  
24 unit's school board.

25 (3) Annually, the State Superintendent shall calculate  
26 and report to each Organizational Unit the unit's

1 aggregate financial adequacy amount, which shall be the  
2 sum of the Adequacy Target for each Organizational Unit.  
3 The State Superintendent shall calculate and report  
4 separately for each Organizational Unit the unit's total  
5 State funds allocated for its students with disabilities.  
6 The State Superintendent shall calculate and report  
7 separately for each Organizational Unit the amount of  
8 funding and applicable FTE calculated for each Essential  
9 Element of the unit's Adequacy Target.

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

20 (5) Moneys distributed under this Section shall be  
21 calculated on a school year basis, but paid on a fiscal  
22 year basis, with payments beginning in August and  
23 extending through June. Unless otherwise provided, the  
24 moneys appropriated for each fiscal year shall be  
25 distributed in 22 equal payments at least 2 times monthly  
26 to each Organizational Unit. If moneys appropriated for

1 any fiscal year are distributed other than monthly, the  
2 distribution shall be on the same basis for each  
3 Organizational Unit.

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

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

21 (8) Each fiscal year, the State Superintendent shall  
22 calculate for each Organizational Unit an amount of its  
23 Base Funding Minimum and Evidence-Based Funding that shall  
24 be deemed attributable to the provision of special  
25 educational facilities and services, as defined in Section  
26 14-1.08 of this Code, in a manner that ensures compliance

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

8 (9) All Organizational Units in this State must submit  
9 annual spending plans, as part of the budget submission  
10 process, no later than October 31 of each year to the State  
11 Board. The spending plan shall describe how each  
12 Organizational Unit will utilize the Base Funding Minimum  
13 and Evidence-Based Funding it receives from this State  
14 under this Section with specific identification of the  
15 intended utilization of Low-Income, English learner, and  
16 special education resources. Additionally, the annual  
17 spending plans of each Organizational Unit shall describe  
18 how the Organizational Unit expects to achieve student  
19 growth and how the Organizational Unit will achieve State  
20 education goals, as defined by the State Board. The State  
21 Superintendent may, from time to time, identify additional  
22 requisites for Organizational Units to satisfy when  
23 compiling the annual spending plans required under this  
24 subsection (h). The format and scope of annual spending  
25 plans shall be developed by the State Superintendent and  
26 the State Board of Education. School districts that serve

1 students under Article 14C of this Code shall continue to  
2 submit information as required under Section 14C-12 of  
3 this Code.

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

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

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

17 (C) application and enhancement of the current  
18 financial accountability measures, the approved State  
19 plan to comply with the federal Every Student Succeeds  
20 Act, and the Illinois Balanced Accountability Measures  
21 in relation to student growth and elements of the  
22 Evidence-Based Funding model; and

23 (D) implementation of an effective school adequacy  
24 funding system based on projected and recommended  
25 funding levels from the General Assembly.

26 (11) On an annual basis, the State Superintendent must

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

5 (A) Gifted under subparagraph (M) of paragraph (2)  
6 of subsection (b).

7 (B) Instructional materials under subparagraph (O)  
8 of paragraph (2) of subsection (b).

9 (C) Assessment under subparagraph (P) of paragraph  
10 (2) of subsection (b).

11 (D) Student activities under subparagraph (R) of  
12 paragraph (2) of subsection (b).

13 (E) Maintenance and operations under subparagraph  
14 (S) of paragraph (2) of subsection (b).

15 (F) Central office under subparagraph (T) of  
16 paragraph (2) of subsection (b).

17 (i) Professional Review Panel.

18 (1) A Professional Review Panel is created to study  
19 and review topics related to the implementation and effect  
20 of Evidence-Based Funding, as assigned by a joint  
21 resolution or Public Act of the General Assembly or a  
22 motion passed by the State Board of Education. The Panel  
23 must provide recommendations to and serve the Governor,  
24 the General Assembly, and the State Board. The State  
25 Superintendent or his or her designee must serve as a  
26 voting member and chairperson of the Panel. The State

1 Superintendent must appoint a vice chairperson from the  
2 membership of the Panel. The Panel must advance  
3 recommendations based on a three-fifths majority vote of  
4 Panel members present and voting. A minority opinion may  
5 also accompany any recommendation of the Panel. The Panel  
6 shall be appointed by the State Superintendent, except as  
7 otherwise provided in paragraph (2) of this subsection (i)  
8 and include the following members:

9 (A) Two appointees that represent district  
10 superintendents, recommended by a statewide  
11 organization that represents district superintendents.

12 (B) Two appointees that represent school boards,  
13 recommended by a statewide organization that  
14 represents school boards.

15 (C) Two appointees from districts that represent  
16 school business officials, recommended by a statewide  
17 organization that represents school business  
18 officials.

19 (D) Two appointees that represent school  
20 principals, recommended by a statewide organization  
21 that represents school principals.

22 (E) Two appointees that represent teachers,  
23 recommended by a statewide organization that  
24 represents teachers.

25 (F) Two appointees that represent teachers,  
26 recommended by another statewide organization that

1 represents teachers.

2 (G) Two appointees that represent regional  
3 superintendents of schools, recommended by  
4 organizations that represent regional superintendents.

5 (H) Two independent experts selected solely by the  
6 State Superintendent.

7 (I) Two independent experts recommended by public  
8 universities in this State.

9 (J) One member recommended by a statewide  
10 organization that represents parents.

11 (K) Two representatives recommended by collective  
12 impact organizations that represent major metropolitan  
13 areas or geographic areas in Illinois.

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

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

20 The State Superintendent shall ensure that the  
21 membership of the Panel includes representatives from  
22 school districts and communities reflecting the  
23 geographic, socio-economic, racial, and ethnic diversity  
24 of this State. The State Superintendent shall additionally  
25 ensure that the membership of the Panel includes  
26 representatives with expertise in bilingual education and



1 special education. Staff from the State Board shall staff  
2 the Panel.

3 (2) In addition to those Panel members appointed by  
4 the State Superintendent, 4 members of the General  
5 Assembly shall be appointed as follows: one member of the  
6 House of Representatives appointed by the Speaker of the  
7 House of Representatives, one member of the Senate  
8 appointed by the President of the Senate, one member of  
9 the House of Representatives appointed by the Minority  
10 Leader of the House of Representatives, and one member of  
11 the Senate appointed by the Minority Leader of the Senate.  
12 There shall be one additional member appointed by the  
13 Governor. All members appointed by legislative leaders or  
14 the Governor shall be non-voting, ex officio members.

15 (3) The Panel must study topics at the direction of  
16 the General Assembly or State Board of Education, as  
17 provided under paragraph (1). The Panel may also study the  
18 following topics at the direction of the chairperson:

19 (A) The format and scope of annual spending plans  
20 referenced in paragraph (9) of subsection (h) of this  
21 Section.

22 (B) The Comparable Wage Index under this Section.

23 (C) Maintenance and operations, including capital  
24 maintenance and construction costs.

25 (D) "At-risk student" definition.

26 (E) Benefits.

1 (F) Technology.

2 (G) Local Capacity Target.

3 (H) Funding for ~~Alternative Schools,~~ Laboratory  
4 Schools and regional offices of education or  
5 intermediate service centers that operate an  
6 alternative education program, ~~safe schools, and~~  
7 ~~alternative learning opportunities programs.~~

8 (I) Funding for college and career acceleration  
9 strategies.

10 (J) Special education investments.

11 (K) Early childhood investments, in collaboration  
12 with the Illinois Early Learning Council.

13 (4) (Blank).

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

21 (6) (Blank).

22 (7) To ensure that (i) the Adequacy Target calculation  
23 under subsection (b) accurately reflects the needs of  
24 students living in poverty or attending schools located in  
25 areas of high poverty, (ii) racial equity within the  
26 Evidence-Based Funding formula is explicitly explored and

1 advanced, and (iii) the funding goals of the formula  
2 distribution system established under this Section are  
3 sufficient to provide adequate funding for every student  
4 and to fully fund every school in this State, the Panel  
5 shall review the Essential Elements under paragraph (2) of  
6 subsection (b). The Panel shall consider all of the  
7 following in its review:

8 (A) The financial ability of school districts to  
9 provide instruction in a foreign language to every  
10 student and whether an additional Essential Element  
11 should be added to the formula to ensure that every  
12 student has access to instruction in a foreign  
13 language.

14 (B) The adult-to-student ratio for each Essential  
15 Element in which a ratio is identified. The Panel  
16 shall consider whether the ratio accurately reflects  
17 the staffing needed to support students living in  
18 poverty or who have traumatic backgrounds.

19 (C) Changes to the Essential Elements that may be  
20 required to better promote racial equity and eliminate  
21 structural racism within schools.

22 (D) The impact of investing \$350,000,000 in  
23 additional funds each year under this Section and an  
24 estimate of when the school system will become fully  
25 funded under this level of appropriation.

26 (E) Provide an overview of alternative funding

1 structures that would enable the State to become fully  
2 funded at an earlier date.

3 (F) The potential to increase efficiency and to  
4 find cost savings within the school system to expedite  
5 the journey to a fully funded system.

6 (G) The appropriate levels for reenrolling and  
7 graduating high-risk high school students who have  
8 been previously out of school. These outcomes shall  
9 include enrollment, attendance, skill gains, credit  
10 gains, graduation or promotion to the next grade  
11 level, and the transition to college, training, or  
12 employment, with an emphasis on progressively  
13 increasing the overall attendance.

14 (H) The evidence-based or research-based practices  
15 that are shown to reduce the gaps and disparities  
16 experienced by African American students in academic  
17 achievement and educational performance, including  
18 practices that have been shown to reduce disparities  
19 in disciplinary rates, drop-out rates, graduation  
20 rates, college matriculation rates, and college  
21 completion rates.

22 On or before December 31, 2021, the Panel shall report  
23 to the State Board, the General Assembly, and the Governor  
24 on the findings of its review. This paragraph (7) is  
25 inoperative on and after July 1, 2022.

26 (8) On or before April 1, 2024, the Panel must submit a

1 report to the General Assembly on annual adjustments to  
2 Glenwood Academy's base-funding minimum in a similar  
3 fashion to school districts under this Section.

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

9 (Source: P.A. 102-33, eff. 6-25-21; 102-197, eff. 7-30-21;  
10 102-558, eff. 8-20-21; 102-699, eff. 4-19-22; 102-782, eff.  
11 1-1-23; 102-813, eff. 5-13-22; 102-894, eff. 5-20-22; 103-8,  
12 eff. 6-7-23; 103-154, eff. 6-30-23; 103-175, eff. 6-30-23;  
13 revised 8-30-23.)

14 (105 ILCS 5/21B-45)

15 Sec. 21B-45. Professional Educator License renewal.

16 (a) Individuals holding a Professional Educator License  
17 are required to complete the licensure renewal requirements as  
18 specified in this Section, unless otherwise provided in this  
19 Code.

20 Individuals holding a Professional Educator License shall  
21 meet the renewal requirements set forth in this Section,  
22 unless otherwise provided in this Code. If an individual holds  
23 a license endorsed in more than one area that has different  
24 renewal requirements, that individual shall follow the renewal  
25 requirements for the position for which he or she spends the

1 majority of his or her time working.

2 (b) All Professional Educator Licenses not renewed as  
3 provided in this Section shall lapse on September 1 of that  
4 year. Notwithstanding any other provisions of this Section, if  
5 a license holder's electronic mail address is available, the  
6 State Board of Education shall send him or her notification  
7 electronically that his or her license will lapse if not  
8 renewed, to be sent no more than 6 months prior to the license  
9 lapsing. Lapsed licenses may be immediately reinstated upon  
10 (i) payment to the State Board of Education by the applicant of  
11 a \$50 penalty or (ii) the demonstration of proficiency by  
12 completing 9 semester hours of coursework from a regionally  
13 accredited institution of higher education in the content area  
14 that most aligns with one or more of the educator's  
15 endorsement areas. Any and all back fees, including without  
16 limitation registration fees owed from the time of expiration  
17 of the license until the date of reinstatement, shall be paid  
18 and kept in accordance with the provisions in Article 3 of this  
19 Code concerning an institute fund and the provisions in  
20 Article 21B of this Code concerning fees and requirements for  
21 registration. Licenses not registered in accordance with  
22 Section 21B-40 of this Code shall lapse after a period of 6  
23 months from the expiration of the last year of registration or  
24 on January 1 of the fiscal year following initial issuance of  
25 the license. An unregistered license is invalid after  
26 September 1 for employment and performance of services in an

1 Illinois public or State-operated school or cooperative and in  
2 a charter school. Any license or endorsement may be  
3 voluntarily surrendered by the license holder. A voluntarily  
4 surrendered license shall be treated as a revoked license. An  
5 Educator License with Stipulations with only a  
6 paraprofessional endorsement does not lapse.

7 (c) From July 1, 2013 through June 30, 2014, in order to  
8 satisfy the requirements for licensure renewal provided for in  
9 this Section, each professional educator licensee with an  
10 administrative endorsement who is working in a position  
11 requiring such endorsement shall complete one Illinois  
12 Administrators' Academy course, as described in Article 2 of  
13 this Code, per fiscal year.

14 (c-5) All licenses issued by the State Board of Education  
15 under this Article that expire on June 30, 2020 and have not  
16 been renewed by the end of the 2020 renewal period shall be  
17 extended for one year and shall expire on June 30, 2021.

18 (d) Beginning July 1, 2014, in order to satisfy the  
19 requirements for licensure renewal provided for in this  
20 Section, each professional educator licensee may create a  
21 professional development plan each year. The plan shall  
22 address one or more of the endorsements that are required of  
23 his or her educator position if the licensee is employed and  
24 performing services in an Illinois public or State-operated  
25 school or cooperative. If the licensee is employed in a  
26 charter school, the plan shall address that endorsement or

1 those endorsements most closely related to his or her educator  
2 position. Licensees employed and performing services in any  
3 other Illinois schools may participate in the renewal  
4 requirements by adhering to the same process.

5 Except as otherwise provided in this Section, the  
6 licensee's professional development activities shall align  
7 with one or more of the following criteria:

8 (1) activities are of a type that engages participants  
9 over a sustained period of time allowing for analysis,  
10 discovery, and application as they relate to student  
11 learning, social or emotional achievement, or well-being;

12 (2) professional development aligns to the licensee's  
13 performance;

14 (3) outcomes for the activities must relate to student  
15 growth or district improvement;

16 (4) activities align to State-approved standards; and

17 (5) higher education coursework.

18 (e) For each renewal cycle, each professional educator  
19 licensee shall engage in professional development activities.  
20 Prior to renewal, the licensee shall enter electronically into  
21 the Educator Licensure Information System (ELIS) the name,  
22 date, and location of the activity, the number of professional  
23 development hours, and the provider's name. The following  
24 provisions shall apply concerning professional development  
25 activities:

26 (1) Each licensee shall complete a total of 120 hours



1 of professional development per 5-year renewal cycle in  
2 order to renew the license, except as otherwise provided  
3 in this Section.

4 (2) Beginning with his or her first full 5-year cycle,  
5 any licensee with an administrative endorsement who is not  
6 working in a position requiring such endorsement is not  
7 required to complete Illinois Administrators' Academy  
8 courses, as described in Article 2 of this Code. Such  
9 licensees must complete one Illinois Administrators'  
10 Academy course within one year after returning to a  
11 position that requires the administrative endorsement.

12 (3) Any licensee with an administrative endorsement  
13 who is working in a position requiring such endorsement or  
14 an individual with a Teacher Leader endorsement serving in  
15 an administrative capacity at least 50% of the day shall  
16 complete one Illinois Administrators' Academy course, as  
17 described in Article 2 of this Code, each fiscal year in  
18 addition to 100 hours of professional development per  
19 5-year renewal cycle in accordance with this Code.  
20 However, for the 2021-2022 school year only, a licensee  
21 under this paragraph (3) is not required to complete an  
22 Illinois Administrators' Academy course.

23 (4) Any licensee holding a current National Board for  
24 Professional Teaching Standards (NBPTS) master teacher  
25 designation shall complete a total of 60 hours of  
26 professional development per 5-year renewal cycle in order

1 to renew the license.

2 (5) Licensees working in a position that does not  
3 require educator licensure or working in a position for  
4 less than 50% for any particular year are considered to be  
5 exempt and shall be required to pay only the registration  
6 fee in order to renew and maintain the validity of the  
7 license.

8 (6) Licensees who are retired and qualify for benefits  
9 from a State of Illinois retirement system shall be listed  
10 as retired, and the license shall be maintained in retired  
11 status. For any renewal cycle in which a licensee retires  
12 during the renewal cycle, the licensee must complete  
13 professional development activities on a prorated basis  
14 depending on the number of years during the renewal cycle  
15 the educator held an active license. If a licensee retires  
16 during a renewal cycle, the license status must be updated  
17 using ELIS indicating that the licensee wishes to maintain  
18 the license in retired status and the licensee must show  
19 proof of completion of professional development activities  
20 on a prorated basis for all years of that renewal cycle for  
21 which the license was active. An individual with a license  
22 in retired status shall not be required to complete  
23 professional development activities until returning to a  
24 position that requires educator licensure. Upon returning  
25 to work in a position that requires the Professional  
26 Educator License, the license status shall immediately be

1 updated using ELIS and the licensee shall complete renewal  
2 requirements for that year. A retired teacher, even if  
3 returning to a position that requires educator licensure,  
4 shall not be required to pay registration fees. A license  
5 in retired status cannot lapse. Beginning on January 6,  
6 2017 (the effective date of Public Act 99-920) through  
7 December 31, 2017, any licensee who has retired and whose  
8 license has lapsed for failure to renew as provided in  
9 this Section may reinstate that license and maintain it in  
10 retired status upon providing proof to the State Board of  
11 Education using ELIS that the licensee is retired and is  
12 not working in a position that requires a Professional  
13 Educator License.

14 (7) For any renewal cycle in which professional  
15 development hours were required, but not fulfilled, the  
16 licensee shall complete any missed hours to total the  
17 minimum professional development hours required in this  
18 Section prior to September 1 of that year. Professional  
19 development hours used to fulfill the minimum required  
20 hours for a renewal cycle may be used for only one renewal  
21 cycle. For any fiscal year or renewal cycle in which an  
22 Illinois Administrators' Academy course was required but  
23 not completed, the licensee shall complete any missed  
24 Illinois Administrators' Academy courses prior to  
25 September 1 of that year. The licensee may complete all  
26 deficient hours and Illinois Administrators' Academy

1 courses while continuing to work in a position that  
2 requires that license until September 1 of that year.

3 (8) Any licensee who has not fulfilled the  
4 professional development renewal requirements set forth in  
5 this Section at the end of any 5-year renewal cycle is  
6 ineligible to register his or her license and may submit  
7 an appeal to the State Superintendent of Education for  
8 reinstatement of the license.

9 (9) If professional development opportunities were  
10 unavailable to a licensee, proof that opportunities were  
11 unavailable and request for an extension of time beyond  
12 August 31 to complete the renewal requirements may be  
13 submitted from April 1 through June 30 of that year to the  
14 State Educator Preparation and Licensure Board. If an  
15 extension is approved, the license shall remain valid  
16 during the extension period.

17 (10) Individuals who hold exempt licenses prior to  
18 December 27, 2013 (the effective date of Public Act  
19 98-610) shall commence the annual renewal process with the  
20 first scheduled registration due after December 27, 2013  
21 (the effective date of Public Act 98-610).

22 (11) Notwithstanding any other provision of this  
23 subsection (e), if a licensee earns more than the required  
24 number of professional development hours during a renewal  
25 cycle, then the licensee may carry over any hours earned  
26 from April 1 through June 30 of the last year of the

1 renewal cycle. Any hours carried over in this manner must  
2 be applied to the next renewal cycle. Illinois  
3 Administrators' Academy courses or hours earned in those  
4 courses may not be carried over.

5 (e-5) The number of professional development hours  
6 required under subsection (e) is reduced by 20% for any  
7 renewal cycle that includes the 2021-2022 school year.

8 (f) At the time of renewal, each licensee shall respond to  
9 the required questions under penalty of perjury.

10 (f-5) The State Board of Education shall conduct random  
11 audits of licensees to verify a licensee's fulfillment of the  
12 professional development hours required under this Section.  
13 Upon completion of a random audit, if it is determined by the  
14 State Board of Education that the licensee did not complete  
15 the required number of professional development hours or did  
16 not provide sufficient proof of completion, the licensee shall  
17 be notified that his or her license has lapsed. A license that  
18 has lapsed under this subsection may be reinstated as provided  
19 in subsection (b).

20 (g) The following entities shall be designated as approved  
21 to provide professional development activities for the renewal  
22 of Professional Educator Licenses:

23 (1) The State Board of Education.

24 (2) Regional offices of education and intermediate  
25 service centers.

26 (3) Illinois professional associations representing

1 the following groups that are approved by the State  
2 Superintendent of Education:

3 (A) school administrators;

4 (B) principals;

5 (C) school business officials;

6 (D) teachers, including special education  
7 teachers;

8 (E) school boards;

9 (F) school districts;

10 (G) parents; and

11 (H) school service personnel.

12 (4) Regionally accredited institutions of higher  
13 education that offer Illinois-approved educator  
14 preparation programs and public community colleges subject  
15 to the Public Community College Act.

16 (5) Illinois public school districts, charter schools  
17 authorized under Article 27A of this Code, and joint  
18 educational programs authorized under Article 10 of this  
19 Code for the purposes of providing career and technical  
20 education or special education services.

21 (6) A not-for-profit organization that, as of December  
22 31, 2014 (the effective date of Public Act 98-1147), has  
23 had or has a grant from or a contract with the State Board  
24 of Education to provide professional development services  
25 in the area of English Learning to Illinois school  
26 districts, teachers, or administrators.

1           (7) State agencies, State boards, and State  
2 commissions.

3           (8) Museums as defined in Section 10 of the Museum  
4 Disposition of Property Act.

5           (h) Approved providers under subsection (g) of this  
6 Section shall make available professional development  
7 opportunities that satisfy at least one of the following:

8           (1) increase the knowledge and skills of school and  
9 district leaders who guide continuous professional  
10 development;

11           (2) improve the learning of students;

12           (3) organize adults into learning communities whose  
13 goals are aligned with those of the school and district;

14           (4) deepen educator's content knowledge;

15           (5) provide educators with research-based  
16 instructional strategies to assist students in meeting  
17 rigorous academic standards;

18           (6) prepare educators to appropriately use various  
19 types of classroom assessments;

20           (7) use learning strategies appropriate to the  
21 intended goals;

22           (8) provide educators with the knowledge and skills to  
23 collaborate;

24           (9) prepare educators to apply research to decision  
25 making;

26           (10) provide educators with training on inclusive

1 practices in the classroom that examines instructional and  
2 behavioral strategies that improve academic and  
3 social-emotional outcomes for all students, with or  
4 without disabilities, in a general education setting; or

5 (11) beginning on July 1, 2022, provide educators with  
6 training on the physical and mental health needs of  
7 students, student safety, educator ethics, professional  
8 conduct, and other topics that address the well-being of  
9 students and improve the academic and social-emotional  
10 outcomes of students.

11 (i) Approved providers under subsection (g) of this  
12 Section shall do the following:

13 (1) align professional development activities to the  
14 State-approved national standards for professional  
15 learning;

16 (2) meet the professional development criteria for  
17 Illinois licensure renewal;

18 (3) produce a rationale for the activity that explains  
19 how it aligns to State standards and identify the  
20 assessment for determining the expected impact on student  
21 learning or school improvement;

22 (4) maintain original documentation for completion of  
23 activities;

24 (5) provide license holders with evidence of  
25 completion of activities;

26 (6) request an Illinois Educator Identification Number



1 (IEIN) for each educator during each professional  
2 development activity; and

3 (7) beginning on July 1, 2019, register annually with  
4 the State Board of Education prior to offering any  
5 professional development opportunities in the current  
6 fiscal year.

7 (j) The State Board of Education shall conduct annual  
8 audits of a subset of approved providers, except for school  
9 districts, which shall be audited by regional offices of  
10 education and intermediate service centers. The State Board of  
11 Education shall ensure that each approved provider, except for  
12 a school district, is audited at least once every 5 years. The  
13 State Board of Education may conduct more frequent audits of  
14 providers if evidence suggests the requirements of this  
15 Section or administrative rules are not being met.

16 (1) (Blank).

17 (2) Approved providers shall comply with the  
18 requirements in subsections (h) and (i) of this Section by  
19 annually submitting data to the State Board of Education  
20 demonstrating how the professional development activities  
21 impacted one or more of the following:

22 (A) educator and student growth in regards to  
23 content knowledge or skills, or both;

24 (B) educator and student social and emotional  
25 growth; or

26 (C) alignment to district or school improvement

1 plans.

2 (3) The State Superintendent of Education shall review  
3 the ~~annual~~ data collected by the State Board of Education,  
4 regional offices of education, and intermediate service  
5 centers in audits conducted under this subsection (j) to  
6 determine if the approved provider has met the criteria  
7 and should continue to be an approved provider or if  
8 further action should be taken as provided in rules.

9 (k) Registration fees shall be paid for the next renewal  
10 cycle between April 1 and June 30 in the last year of each  
11 5-year renewal cycle using ELIS. If all required professional  
12 development hours for the renewal cycle have been completed  
13 and entered by the licensee, the licensee shall pay the  
14 registration fees for the next cycle using a form of credit or  
15 debit card.

16 (l) Any professional educator licensee endorsed for school  
17 support personnel who is employed and performing services in  
18 Illinois public schools and who holds an active and current  
19 professional license issued by the Department of Financial and  
20 Professional Regulation or a national certification board, as  
21 approved by the State Board of Education, related to the  
22 endorsement areas on the Professional Educator License shall  
23 be deemed to have satisfied the continuing professional  
24 development requirements provided for in this Section. Such  
25 individuals shall be required to pay only registration fees to  
26 renew the Professional Educator License. An individual who

1 does not hold a license issued by the Department of Financial  
2 and Professional Regulation shall complete professional  
3 development requirements for the renewal of a Professional  
4 Educator License provided for in this Section.

5 (m) Appeals to the State Educator Preparation and  
6 Licensure Board must be made within 30 days after receipt of  
7 notice from the State Superintendent of Education that a  
8 license will not be renewed based upon failure to complete the  
9 requirements of this Section. A licensee may appeal that  
10 decision to the State Educator Preparation and Licensure Board  
11 in a manner prescribed by rule.

12 (1) Each appeal shall state the reasons why the State  
13 Superintendent's decision should be reversed and shall be  
14 sent by certified mail, return receipt requested, to the  
15 State Board of Education.

16 (2) The State Educator Preparation and Licensure Board  
17 shall review each appeal regarding renewal of a license  
18 within 90 days after receiving the appeal in order to  
19 determine whether the licensee has met the requirements of  
20 this Section. The State Educator Preparation and Licensure  
21 Board may hold an appeal hearing or may make its  
22 determination based upon the record of review, which shall  
23 consist of the following:

24 (A) the regional superintendent of education's  
25 rationale for recommending nonrenewal of the license,  
26 if applicable;

1 (B) any evidence submitted to the State  
2 Superintendent along with the individual's electronic  
3 statement of assurance for renewal; and

4 (C) the State Superintendent's rationale for  
5 nonrenewal of the license.

6 (3) The State Educator Preparation and Licensure Board  
7 shall notify the licensee of its decision regarding  
8 license renewal by certified mail, return receipt  
9 requested, no later than 30 days after reaching a  
10 decision. Upon receipt of notification of renewal, the  
11 licensee, using ELIS, shall pay the applicable  
12 registration fee for the next cycle using a form of credit  
13 or debit card.

14 (n) The State Board of Education may adopt rules as may be  
15 necessary to implement this Section.

16 (Source: P.A. 102-676, eff. 12-3-21; 102-710, eff. 4-27-22;  
17 102-730, eff. 5-6-22; 102-852, eff. 5-13-22; 103-154, eff.  
18 6-30-23.)

19 (105 ILCS 5/21B-50)

20 Sec. 21B-50. Alternative Educator Licensure Program for  
21 Teachers.

22 (a) There is established an alternative educator licensure  
23 program, to be known as the Alternative Educator Licensure  
24 Program for Teachers.

25 (b) The Alternative Educator Licensure Program for

1 Teachers may be offered by a recognized institution approved  
2 to offer educator preparation programs by the State Board of  
3 Education, in consultation with the State Educator Preparation  
4 and Licensure Board.

5 The program shall be comprised of up to 3 phases:

6 (1) A course of study that at a minimum includes  
7 instructional planning; instructional strategies,  
8 including special education, reading, and English language  
9 learning; classroom management; and the assessment of  
10 students and use of data to drive instruction.

11 (2) A year of residency, which is a candidate's  
12 assignment to a full-time teaching position or as a  
13 co-teacher for one full school year. An individual must  
14 hold an Educator License with Stipulations with an  
15 alternative provisional educator endorsement in order to  
16 enter the residency. In residency, the candidate must~~+~~ be  
17 assigned an effective, fully licensed teacher by the  
18 principal or principal equivalent to act as a mentor and  
19 coach the candidate through residency, complete additional  
20 program requirements that address required State and  
21 national standards, pass the State Board's teacher  
22 performance assessment, if required under Section 21B-30,  
23 and be recommended by the principal or qualified  
24 equivalent of a principal, as required under subsection  
25 (d) of this Section, and the program coordinator to be  
26 recommended for full licensure or to continue with a

1 second year of the residency.

2 (3) (Blank).

3 (4) A comprehensive assessment of the candidate's  
4 teaching effectiveness, as evaluated by the principal or  
5 qualified equivalent of a principal, as required under  
6 subsection (d) of this Section, and the program  
7 coordinator, at the end of either the first or the second  
8 year of residency. If there is disagreement between the 2  
9 evaluators about the candidate's teaching effectiveness at  
10 the end of the first year of residency, a second year of  
11 residency shall be required. If there is disagreement  
12 between the 2 evaluators at the end of the second year of  
13 residency, the candidate may complete one additional year  
14 of residency teaching under a professional development  
15 plan developed by the principal or qualified equivalent  
16 and the preparation program. At the completion of the  
17 third year, a candidate must have positive evaluations and  
18 a recommendation for full licensure from both the  
19 principal or qualified equivalent and the program  
20 coordinator or no Professional Educator License shall be  
21 issued.

22 Successful completion of the program shall be deemed to  
23 satisfy any other practice or student teaching and content  
24 matter requirements established by law.

25 (c) An alternative provisional educator endorsement on an  
26 Educator License with Stipulations is valid for up to 2 years

1 of teaching in the public schools, including without  
2 limitation a preschool educational program under Section  
3 2-3.71 of this Code or charter school, or in a  
4 State-recognized nonpublic school in which the chief  
5 administrator is required to have the licensure necessary to  
6 be a principal in a public school in this State and in which a  
7 majority of the teachers are required to have the licensure  
8 necessary to be instructors in a public school in this State,  
9 but may be renewed for a third year if needed to complete the  
10 Alternative Educator Licensure Program for Teachers. The  
11 endorsement shall be issued only once to an individual who  
12 meets all of the following requirements:

13 (1) Has graduated from a regionally accredited college  
14 or university with a bachelor's degree or higher.

15 (2) (Blank).

16 (3) Has completed a major in the content area if  
17 seeking a middle or secondary level endorsement or, if  
18 seeking an early childhood, elementary, or special  
19 education endorsement, has completed a major in the  
20 content area of early childhood reading, English/language  
21 arts, mathematics, or one of the sciences. If the  
22 individual does not have a major in a content area for any  
23 level of teaching, he or she must submit transcripts to  
24 the State Board of Education to be reviewed for  
25 equivalency.

26 (4) Has successfully completed phase (1) of subsection

1 (b) of this Section.

2 (5) Has passed a content area test required for the  
3 specific endorsement ~~for admission into the program~~, as  
4 required under Section 21B-30 of this Code.

5 A candidate possessing the alternative provisional  
6 educator endorsement may receive a salary, benefits, and any  
7 other terms of employment offered to teachers in the school  
8 who are members of an exclusive bargaining representative, if  
9 any, but a school is not required to provide these benefits  
10 during the years of residency if the candidate is serving only  
11 as a co-teacher. If the candidate is serving as the teacher of  
12 record, the candidate must receive a salary, benefits, and any  
13 other terms of employment. Residency experiences must not be  
14 counted towards tenure.

15 (d) The recognized institution offering the Alternative  
16 Educator Licensure Program for Teachers must partner with a  
17 school district, including without limitation a preschool  
18 educational program under Section 2-3.71 of this Code or  
19 charter school, or a State-recognized, nonpublic school in  
20 this State in which the chief administrator is required to  
21 have the licensure necessary to be a principal in a public  
22 school in this State and in which a majority of the teachers  
23 are required to have the licensure necessary to be instructors  
24 in a public school in this State. A recognized institution  
25 that partners with a public school district administering a  
26 preschool educational program under Section 2-3.71 of this



1 Code must require a principal to recommend or evaluate  
2 candidates in the program. A recognized institution that  
3 partners with an eligible entity administering a preschool  
4 educational program under Section 2-3.71 of this Code and that  
5 is not a public school district must require a principal or  
6 qualified equivalent of a principal to recommend or evaluate  
7 candidates in the program. The program presented for approval  
8 by the State Board of Education must demonstrate the supports  
9 that are to be provided to assist the provisional teacher  
10 during the one-year ~~1-year~~ or 2-year residency period and if  
11 the residency period is to be less than 2 years in length,  
12 assurances from the partner school districts to provide  
13 intensive mentoring and supports through at least the end of  
14 the second full year of teaching for educators who completed  
15 the Alternative Educator ~~Educators~~ Licensure Program for  
16 Teachers in less than 2 years. These supports must, at a  
17 minimum, provide additional contact hours with mentors during  
18 the first year of residency.

19 (e) Upon completion of phases under paragraphs (1), (2),  
20 (4), and, if needed, (3) in subsection (b) of this Section and  
21 all assessments required under Section 21B-30 of this Code, an  
22 individual shall receive a Professional Educator License.

23 (f) The State Board of Education, in consultation with the  
24 State Educator Preparation and Licensure Board, may adopt such  
25 rules as may be necessary to establish and implement the  
26 Alternative Educator Licensure Program for Teachers.

1 (Source: P.A. 103-111, eff. 6-29-23; 103-488, eff. 8-4-23;  
2 revised 9-1-23.)

3 (105 ILCS 5/26-2) (from Ch. 122, par. 26-2)

4 Sec. 26-2. Enrolled pupils not of compulsory school age.

5 (a) Any person having custody or control of a child who is  
6 below the age of 6 years or is 17 years of age or above and who  
7 is enrolled in any of grades kindergarten through 12 in the  
8 public school shall cause the child to attend the public  
9 school in the district wherein he or she resides when it is in  
10 session during the regular school term, unless the child is  
11 excused under Section 26-1 of this Code.

12 (b) A school district shall deny reenrollment in its  
13 secondary schools to any child 19 years of age or above who has  
14 dropped out of school and who could not, because of age and  
15 lack of credits, attend classes during the normal school year  
16 and graduate before his or her twenty-first birthday. A  
17 district may, however, enroll the child in a graduation  
18 incentives program under Section 26-16 of this Code or an  
19 alternative learning opportunities program established under  
20 Article 13B. No child shall be denied reenrollment for the  
21 above reasons unless the school district first offers the  
22 child due process as required in cases of expulsion under  
23 Section 10-22.6. If a child is denied reenrollment after being  
24 provided with due process, the school district must provide  
25 counseling to that child and must direct that child to

1 alternative educational programs, including adult education  
2 programs, that lead to graduation or receipt of a State of  
3 Illinois High School Diploma.

4 (c) A school or school district may deny enrollment to a  
5 student 17 years of age or older for one semester for failure  
6 to meet minimum attendance standards if all of the following  
7 conditions are met:

8 (1) The student was absent without valid cause for 20%  
9 or more of the attendance days in the semester immediately  
10 prior to the current semester.

11 (2) The student and the student's parent or guardian  
12 are given written notice warning that the student is  
13 subject to denial from enrollment for one semester unless  
14 the student is absent without valid cause less than 20% of  
15 the attendance days in the current semester.

16 (3) The student's parent or guardian is provided with  
17 the right to appeal the notice, as determined by the State  
18 Board of Education in accordance with due process.

19 (4) The student is provided with attendance  
20 remediation services, including without limitation  
21 assessment, counseling, and support services.

22 (5) The student is absent without valid cause for 20%  
23 or more of the attendance days in the current semester.

24 A school or school district may not deny enrollment to a  
25 student (or reenrollment to a dropout) who is at least 17 years  
26 of age or older but below 19 years for more than one

1 consecutive semester for failure to meet attendance standards.

2 (d) No child may be denied reenrollment under this Section  
3 in violation of the federal Individuals with Disabilities  
4 Education Act or the Americans with Disabilities Act.

5 (e) In this subsection (e), "reenrolled student" means a  
6 dropout who has reenrolled full-time in a public school. Each  
7 school district shall identify, track, and report on the  
8 educational progress and outcomes of reenrolled students as a  
9 subset of the district's required reporting on all  
10 enrollments. A reenrolled student who again drops out must not  
11 be counted again against a district's dropout rate performance  
12 measure. ~~The State Board of Education shall set performance~~  
13 ~~standards for programs serving reenrolled students.~~

14 (f) The State Board of Education shall adopt any rules  
15 necessary to implement the changes to this Section made by  
16 Public Act 93-803.

17 (Source: P.A. 102-981, eff. 1-1-23; 102-1100, eff. 1-1-23;  
18 103-154, eff. 6-30-23.)

19 (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

20 Sec. 27-22.2. Career and technical ~~Vocational~~ education  
21 elective. Whenever the school board of any school district  
22 which maintains grades 9 through 12 establishes a list of  
23 courses from which secondary school students each must elect  
24 at least one course, to be completed along with other course  
25 requirements as a pre-requisite to receiving a high school

1 diploma, that school board must include on the list of such  
2 elective courses at least one course in career and technical  
3 ~~vocational~~ education.

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

5 (105 ILCS 5/34-8.05)

6 Sec. 34-8.05. Reporting firearms in schools. On or after  
7 January 1, 1997, upon receipt of any written, electronic, or  
8 verbal report from any school personnel regarding a verified  
9 incident involving a firearm in a school or on school owned or  
10 leased property, including any conveyance owned, leased, or  
11 used by the school for the transport of students or school  
12 personnel, the general superintendent or his or her designee  
13 shall report all such firearm-related incidents occurring in a  
14 school or on school property to the local law enforcement  
15 authorities no later than 24 hours after the occurrence of the  
16 incident ~~and to the Illinois State Police in a form, manner,~~  
17 ~~and frequency as prescribed by the Illinois State Police.~~

18 The general superintendent or the general superintendent's  
19 designee shall report any written, electronic, or verbal  
20 report of a verified incident involving a firearm to the State  
21 Board of Education through existing school incident reporting  
22 systems as they occur during the year by no later than July 31  
23 for the previous school year. The State Board of Education  
24 shall report the data and make it available to the public via  
25 its website. The local law enforcement authority shall, by

1 March 1 of each year, report the required data from the  
2 previous year to the Illinois State Police's Illinois Uniform  
3 Crime Reporting Program, which shall be included in its annual  
4 Crime in Illinois report.

5 ~~The State Board of Education shall receive an annual~~  
6 ~~statistical compilation and related data associated with~~  
7 ~~incidents involving firearms in schools from the Illinois~~  
8 ~~State Police.~~ As used in this Section, the term "firearm"  
9 shall have the meaning ascribed to it in Section 1.1 of the  
10 Firearm Owners Identification Card Act.

11 (Source: P.A. 102-538, eff. 8-20-21.)

12 Section 10. The School Safety Drill Act is amended by  
13 changing Sections 45 and 50 as follows:

14 (105 ILCS 128/45)

15 Sec. 45. Threat assessment procedure.

16 (a) Each school district must implement a threat  
17 assessment procedure that may be part of a school board policy  
18 on targeted school violence prevention. The procedure must  
19 include the creation of a threat assessment team. The team  
20 must include at least one law enforcement official and  
21 cross-disciplinary representatives of the district who are  
22 most directly familiar with the mental and behavioral health  
23 needs of students and staff. Such cross-disciplinary  
24 representatives may include all of the following members:

1           (1) An administrator employed by the school district  
2           or a special education cooperative that serves the school  
3           district and is available to serve.

4           (2) A teacher employed by the school district or a  
5           special education cooperative that serves the school  
6           district and is available to serve.

7           (3) A school counselor employed by the school district  
8           or a special education cooperative that serves the school  
9           district and is available to serve.

10          (4) A school psychologist employed by the school  
11          district or a special education cooperative that serves  
12          the school district and is available to serve.

13          (5) A school social worker employed by the school  
14          district or a special education cooperative that serves  
15          the school district and is available to serve.

16          (6) (Blank). ~~At least one law enforcement official.~~

17          If a school district is unable to establish a threat  
18          assessment team with school district staff and resources, it  
19          may utilize a regional behavioral threat assessment and  
20          intervention team that includes mental health professionals  
21          and representatives from the State, county, and local law  
22          enforcement agencies.

23          (b) A school district shall establish the threat  
24          assessment team under this Section no later than 180 days  
25          after August 23, 2019 (the effective date of Public Act  
26          101-455) and must implement an initial threat assessment

1 procedure no later than 120 days after August 23, 2019 (the  
2 effective date of Public Act 101-455). Each year prior to the  
3 start of the school year, the school board shall file the  
4 threat assessment procedure and a list identifying the members  
5 of the school district's threat assessment team or regional  
6 behavior threat assessment and intervention team with (i) a  
7 local law enforcement agency and (ii) the regional office of  
8 education or, with respect to a school district organized  
9 under Article 34 of the School Code, the State Board of  
10 Education.

11 (b-5) A charter school operating under a charter issued by  
12 a local board of education may adhere to the local board's  
13 threat assessment procedure or may implement its own threat  
14 assessment procedure in full compliance with the requirements  
15 of this Section. The charter agreement shall specify in detail  
16 how threat assessment procedures will be determined for the  
17 charter school.

18 (b-10) A special education cooperative operating under a  
19 joint agreement must implement its own threat assessment  
20 procedure in full compliance with the requirements of this  
21 Section, including the creation of a threat assessment team,  
22 which may consist of individuals employed by the member  
23 districts. The procedure must include actions the special  
24 education cooperative will take in partnership with its member  
25 districts to address a threat.

26 (c) Any sharing of student information under this Section



1 must comply with the federal Family Educational Rights and  
2 Privacy Act of 1974 and the Illinois School Student Records  
3 Act.

4 (d) (Blank).

5 (Source: P.A. 102-791, eff. 5-13-22; 102-894, eff. 5-20-22;  
6 103-154, eff. 6-30-23; 103-175, eff. 6-30-23.)

7 (105 ILCS 128/50)

8 Sec. 50. Crisis response mapping data grants.

9 (a) Subject to appropriation, a public school district, a  
10 charter school, a special education cooperative or district,  
11 an education for employment system, a State-approved area  
12 career center, a public university laboratory school, the  
13 Illinois Mathematics and Science Academy, the Department of  
14 Juvenile Justice School District, a regional office of  
15 education, the Illinois School for the Deaf, the Illinois  
16 School for the Visually Impaired, the Philip J. Rock Center  
17 and School, an early childhood or preschool program supported  
18 by the Early Childhood Block Grant, or any other public school  
19 entity designated by the State Board of Education by rule, may  
20 apply to the State Board of Education ~~or the State Board of~~  
21 ~~Education~~ or the State Board's designee for a grant to obtain  
22 crisis response mapping data and to provide copies of the  
23 crisis response mapping data to appropriate local, county,  
24 State, and federal first responders for use in response to  
25 emergencies. The crisis response mapping data shall be stored

1 and provided in an electronic or digital format to assist  
2 first responders in responding to emergencies at the school.

3 (b) Subject to appropriation, including funding for any  
4 administrative costs reasonably incurred by the State Board of  
5 Education or the State Board's designee in the administration  
6 of the grant program described by this Section, the State  
7 Board shall provide grants to any entity in subsection (a)  
8 upon approval of an application submitted by the entity to  
9 cover the costs incurred in obtaining crisis response mapping  
10 data under this Section. The grant application must include  
11 crisis response mapping data for all schools under the  
12 jurisdiction of the entity submitting the application,  
13 including, in the case of a public school district, any  
14 charter schools authorized by the school board for the school  
15 district.

16 (c) To be eligible for a grant under this Section, the  
17 crisis response mapping data must, at a minimum:

18 (1) be compatible and integrate into security software  
19 platforms in use by the specific school for which the data  
20 is provided without requiring local law enforcement  
21 agencies or the school district to purchase additional  
22 software or requiring the integration of third-party  
23 software to view the data;

24 (2) be compatible with security software platforms in  
25 use by the specific school for which the data is provided  
26 without requiring local public safety agencies or the

1 school district to purchase additional software or  
2 requiring the integration of third-party software to view  
3 the data;

4 (3) be capable of being provided in a printable  
5 format;

6 (4) be verified for accuracy by an on-site  
7 walk-through of the school building and grounds;

8 (5) be oriented to true north;

9 (6) be overlaid on current aerial imagery or plans of  
10 the school building;

11 (7) contain site-specific labeling that matches the  
12 structure of the school building, including room labels,  
13 hallway names, and external door or stairwell numbers and  
14 the location of hazards, critical utilities, key boxes,  
15 automated external defibrillators, and trauma kits, and  
16 that matches the school grounds, including parking areas,  
17 athletic fields, surrounding roads, and neighboring  
18 properties; and

19 (8) be overlaid with gridded x/y coordinates.

20 (d) Subject to appropriation, the crisis response mapping  
21 data may be reviewed annually to update the data as necessary.

22 (e) Crisis response mapping data obtained pursuant to this  
23 Section are confidential and exempt from disclosure under the  
24 Freedom of Information Act.

25 (f) The State Board may adopt rules to implement the  
26 provisions of this Section.

1 (Source: P.A. 103-8, eff. 6-7-23; revised 1-20-24.)

2 Section 15. The Vocational Education Act is amended by  
3 changing Section 2.1 as follows:

4 (105 ILCS 435/2.1) (from Ch. 122, par. 697.1)

5 Sec. 2.1. Gender Equity Advisory Committee.

6 (a) The Superintendent of the State Board of Education  
7 shall appoint a Gender Equity Advisory Committee consisting of  
8 at least 9 members to advise and consult with the State Board  
9 of Education and the State Board of Education's gender equity  
10 liaison ~~coordinator~~ in all aspects relating to ensuring that  
11 all students have equal educational opportunities to pursue  
12 high wage, high skill, and in-demand occupations leading to  
13 economic self-sufficiency.

14 (b) Membership shall include, without limitation, one  
15 regional career and technical education system director with  
16 experience in gender equity ~~coordinator~~, 2 State Board of  
17 Education employees, an appointee of the Director of Labor,  
18 and 5 citizen appointees who have expertise in one or more of  
19 the following areas: nontraditional training and placement;;  
20 service delivery to single parents;; service delivery to  
21 displaced homemakers;; service delivery to female, male, and  
22 nonbinary teens;; service delivery to students of color;  
23 service delivery to members of special populations, including,  
24 but not limited to, individuals from economically

1 disadvantaged families, English learners, individuals with  
2 disabilities, individuals who are out of the workforce,  
3 individuals experiencing homelessness, migrants, individuals  
4 in foster care, and military students; business and industry  
5 experience;~~7~~ and career and technical education  
6 ~~Education to Careers~~ experience. Membership also may include  
7 employees from the Department of Commerce and Economic  
8 Opportunity, the Department of Human Services, and the  
9 Illinois Community College Board who have expertise in one or  
10 more of the areas listed in this subsection (b) for the citizen  
11 appointees. Appointments shall be made taking into  
12 consideration expertise of services provided in secondary,  
13 postsecondary, and community-based ~~community based~~ programs.

14 (c) Members shall initially be appointed to one-year ~~one~~  
15 ~~year~~ terms commencing in January 1, 1990~~7~~, and thereafter,  
16 until January 1, 2025, to 2-year ~~two-year~~ terms commencing on  
17 January 1 of each odd numbered year. Beginning on January 1,  
18 2025, members shall be appointed as follows. The career and  
19 technical education system director appointee, one State Board  
20 of Education appointee, the appointee of the Director of  
21 Labor, and 2 citizen appointees, as determined by the State  
22 Superintendent of Education, shall initially be appointed to  
23 3-year terms and thereafter to 2-year terms; the remaining  
24 members of the committee shall initially and thereafter be  
25 appointed to 2-year terms; and all terms shall commence on  
26 January 1.

1           Vacancies shall be filled as prescribed in subsection (b)  
2 for the remainder of the unexpired term.

3           (d) At the first meeting following the start of each  
4 calendar year, the ~~Each newly appointed~~ committee shall elect  
5 a Chair and Secretary from its members to serve until the first  
6 meeting of the subsequent calendar year. Members shall serve  
7 without compensation, but shall be reimbursed for expenses  
8 incurred in the performance of their duties. The Committee  
9 shall meet at least bi-annually and at other times at the call  
10 of the Chair or at the request of the State Board of  
11 Education's gender equity liaison ~~coordinator~~.

12           (e) On or before December 15, 2023, the Committee shall  
13 submit recommendations to the Governor, General Assembly, and  
14 State Board of Education regarding how school districts and  
15 the State Board of Education can better support historically  
16 disadvantaged males, including African American students and  
17 other students of color, to ensure educational equity.

18           (f) On and after December 31, 2023, subsection (e) is  
19 inoperative.

20           (Source: P.A. 102-863, eff. 1-1-23.)

21           Section 95. No acceleration or delay. Where this Act makes  
22 changes in a statute that is represented in this Act by text  
23 that is not yet or no longer in effect (for example, a Section  
24 represented by multiple versions), the use of that text does  
25 not accelerate or delay the taking effect of (i) the changes

1 made by this Act or (ii) provisions derived from any other  
2 Public Act.

3 Section 99. Effective date. This Act takes effect upon  
4 becoming law.